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NOTES ON THE WORK OF THE UNIVERSITY ELEMENTARY SCHOOL

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Principal

It is the intention to present from time to time in the pages of the *Elementary School Teacher* a brief summary of work being done in the University Elementary School. It is not the intention to set this forth as representing perfection in any way, but merely for the purpose of giving the patrons and all other friends of the school some idea of what is being attempted. These notes, therefore, will appear mainly in the form of reports from pupils and teachers with but little or no argument, exposition, or comment. Discussions of the work, embodying the reasons therefor, will appear in more formal papers which the teachers will prepare as they may seem to be needed. The following report is on domestic science and textiles. A report of a "morning exercise" is also given, showing the way in which the whole school is kept in touch with the work of the different parts. The following notes are upon what has been done during the fall.

COOKING AND SCIENCE

JENNIE SNOW
Primary Grades
JOSEPHINE T. BERRY
Grammar Grades

Each group of children recites twice a week, except in the first grade. One period is for science and preparatory work, and the other for cooking.

First grade.— The work is fruit juices, fruit, and grains. The children

have made grape juice and lemonade. A great deal of number work in measuring has been done, such as: How many fourths in one cup? How many halves? How many fourths in one-half? $12 \times 2 = 24$; $6 \times 2 = 12$; etc. The science work connected with this is being done in the grade room.

Second grade.— The work here is fruit, seeds, and different parts of the plant used for food. It is following closely along the science work. Considerable written work and number has come into the work. The children have made grape juice, jelly, and candied apples.

Third grade.— The science work in the room has been planned as a study of evaporation and of the comparative amount of water in different fruits. The cooking has followed along the same lines. The children have made jelly and plum butter, and are now making raisins. A fair amount of work has been done in science. We have tried to let the children answer some of their own questions. In watching their jelly boil, and noticing the vapor from it, one child asked: "Is there water in grape juice?" To answer it we let them distil some grape juice, and they found it contained water. Work with vegetables will follow.

Fourth grade.— The subject here is sugar — what it does, where it is found, and how manufactured. The children have canned pears and candied pineapple. They have found by experimenting that sugar will help fruit to keep its shape.

Fifth grade.— General purpose: to prepare dishes for a Thanksgiving luncheon.

1. Canned pumpkin for pies: Colonial method of preservation by drying; present method by canning.

Object of canning: (*a*) to kill germs by boiling; (*b*) to exclude germs by canning air-tight. We examined molds on the pumpkin after a piece had been kept for two weeks, and found them to be tree-like, or branching, in form. Later, when some of the canned pumpkin spoiled, we examined the white mold developed in the top of the can.

2. Cranberry marmalade: Cranberries growing wild in Massachusetts were early used by colonists. Marmalades are like jelly, except that they contain pulp as well as juice. The reason they keep is that germs do not thrive in such heavy mixtures or in large amounts of sugar.

3. Hasty pudding: Meal a starch food; proved by iodine test. Expansion of starch, when heated with moisture. Necessity of cooking starch foods a long time at boiling temperature. The same process carried on in the fireplace in colonial times, on swinging cranes, and in iron kettles. From this lesson children gathered admirably the idea of the difficulty of colonial cooking. In their history work they had milled the corn.

4. Corn bread: Principle of combination — (*a*) dry ingredients together; (*b*) wet ingredients together; (*c*) dry and wet mixed together. Use of soda and sour milk for lightening.

The chief object of these lessons has been to illustrate the colonial history work; so there is no logical development of science subject-matter.

Sixth grade.— General topic: fermentation.

1. Study of agents causing deterioration in foods, by means of (*a*) mold on fruits; (*b*) gas forming in spoiling pumpkin; (*c*) micro-organisms in colonies in gelatine cultures, collected from the air of the schoolroom and halls. Methods of checking the work of these organisms — of preservation; drying, salting, smoking, pickling, preserving, canning, etc.

2. Examples: Types (*a*) dried apples done in lower grades; (*b*) apples, cured or dried in salt, sugar, or spices; (*c*) preserved peaches; (*d*) canned pears; (*e*) canned tomatoes; (*f*) Spanish pickles.

3. Practical lessons:

a) Preserved peaches: (1) Method of work: peaches cooked in sauce-pans, then canned. (2) Preservation effected by cooking with sugar, and sealing. Boiling kills the inclosed germs. Sugar is a poor medium for bacteria. Sealing keeps other germs out.

b) Canned pears. Method of work: fruit cooked in cans, surrounded by boiling water. Object and principle the same as in preserved peaches.

c) Canned tomatoes. Method the same as in canned pears: preserving agents — heat, and acid of the tomatoes.

d) Spanish pickles. Preserving agents — vinegar and spices.

e) Experiment: Collect micro-organisms from air on gelatine plates. Examine the forms thus obtained as an introduction to the lesson to follow next week, on yeast.

TEXTILES

LELIA PURDY

Fifth grade.— The children suggested various things which they would like to make. Hand-bags; some to be made for their own use at school for carrying books, pencils, erasers, dust-cloths, thumb-tacks, etc.; others were thought of as Christmas presents. It was necessary to make a general study of materials in order to make an intelligent selection for the hand-bags. Linen, rather than cotton, wool, or silk, was decided upon as being more appropriate, since it is durable, may be obtained in a coarse weave, and is adaptable to the cross-stitch. It furnishes a variety of neutral shades in the natural color.

The first problem in designing the hand-bags was involved in determining length and width; then the relation of the wide space to the narrower space, and the adaptability of the individual design to these spaces, and to the hand-bag as a whole. The children were limited in choice only by the fact that no finished article was to measure *more* than eight inches in width.

A rough outline indicating general proportion of the hand-bag, and a large suggestion of the design showing whether it was to be an all-over pattern, a horizontal stripe or stripes, or a center design, was first drawn with charcoal

on rough manila paper. A piece of "try paper" was used to make several different units, using various combinations of the straight line and dot. As soon as a desirable unit was invented, each child repeated it in various ways to find the most effective arrangement. The children were limited to the straight line and dot as a motive in their patterns, but were free to use them as they chose in the design.

After each pupil had worked on the invention of a unit until he was for the time being satisfied, the group was shown other designs. These were studied with reference to spacing and grouping of the straight line and dot. These designs ranged from the simple straight-line-and-dot motive to the all-over pattern with a leaf, stem, or blossom motive, suitable for cross-stitch, embroidery, or stenciling. In textiles they could be applied to rugs, table-covers, curtains, pillow-covers, and articles of apparel. These designs were also studied for the purpose of getting a general idea of the possibilities of design, and of its application to certain material. The children were encouraged to study and criticise designs of wall paper, tapestries, rugs, etc., outside of the class.

After this general study and criticism of designs, a number of the class decided to improve their own designs by rearranging or adding to them. The children understood that they studied these designs, not to *copy*, but to enrich their ideas. One little girl said, when an all-over pattern of the holly leaf and berry as a motive was shown: "Oh, please, take it away quick! It is so pretty I'm afraid I'll copy it if I look at it any longer."

As soon as the designs in the straight line and dot were finished they transferred them to cross-section paper in dark and light, using a lead-pencil for convenience, since the unit of ten had to be changed in order to adapt it to the squares. When the design was shown in dark and light, it was necessary to select the colors for the cross-stitch pattern. The children tried various combinations with colored "school crayons" to find something pleasing. In making their choice of colors of floss they were advised to use only one and were limited to two colors.

After the designs were finished in color on the cross-section paper, a detailed outline of them was taken on rice paper to use as a guide in transferring them to the linen with a piece of carbon paper. In order to get the pattern straight with the material, it was necessary to make a "working edge" by raveling the warp threads. We then examined some pieces of weaving being done on the hand-loom and the Jacquard loom. Those who had been at the World's Fair talked of the weaving which they had seen from various countries. This led to the thought of how much of the textile industry forms a part of the social and commercial world.

While the patterns were in process of making the children worked at various times in committees, dyeing the floss they were to use for working the cross-stitch design into the linen. Before this work was done, the whole group

wrote the formula for dyeing, such as: indigo vat — water, 2 gallons; indigo, 1 ounce; zinc dust, 1 ounce; slacked lime, 1 ounce.

As the work progressed, we frequently needed to refer to operations in mathematics that involved linear and liquid measure, units of weight, and the use of fractions.

After the pupils had made an indigo vat and had done some dyeing in it, they wrote a letter to Miss Pierce describing the process to her. Some work in chemistry on the absorption of oxygen came in here. The misspelled words furnished the subject for a spelling lesson.

Some colored floss that was too bright was neutralized by boiling it with logwood chips after they had been soaked over night. The thread was colored yellow by boiling the white skeins in a solution of fustic chips which had been soaked over night, first boiling it an hour in an alum mordant.

The children are now applying their designs by working them on linen in the cross-stitch.

A MORNING EXERCISE

This exercise occupied the time allowed for the meeting on two mornings — two periods of about ten minutes each. After the reading and a song, the pupils stood in their places, in turn (the smaller pupils mounting chairs that they might be the better seen and more clearly heard), and each showed a specimen of what the class had prepared in their class work. Each then gave a simple description or explanation of what had been done.

Reading, first morning, "The Chocolate Cat," Eugene Field; second morning, "The Johnny Cake." The pupils then reported as follows:

First grade.— Lemonade: I had half a lemon. I got one-fourth cup of lemon juice from it. I put four tablespoons of sugar into the lemon juice and filled the cup up with water.

Grape juice: I put my grapes into a sauce-pan. I covered them over with water. I put them on the stove. I boiled them till the skins came off. Then I drained them and put four tablespoons of sugar to them and boiled them a little more. This is a bottle of the grape juice.

Second grade.— Grape jelly: First we washed the grapes. We picked them off the stems, and then we broke them open. We put them on to boil. We strained them and put just as much sugar as we had juice. Then we boiled them again until they were thick. We poured the juice into glasses and left it over night to get hard. Then we took it home. This (holding it up) is a glass of the jelly.

Taffy apples: We made taffy apples for our Hallowe'en party. We cut out the stems and put in sticks. We took three cups of sugar, one-third as much water, and some vinegar, and let it boil. We put the thermometer in until it went up to 290°; then we put the apples in. We took them out and

turned them around and around. Then we put them on an oiled plate to get hard.

Third grade.— When we boiled our grape jelly we saw the steam come off. We wondered if there was water in the grapes. We tried to find out. We took two flasks (flasks held up). We put grape juice into one and lighted the gas under it. At first the steam could not get all the way up the tube, but at last it did. It dropped into the other flask, and we had enough so each one could taste it. It tasted like soft water. We wanted to see if the boiled juice would jelly without sugar. We poured it into a glass, and this is it. (Turning glass upside down.)

Raisins: We wanted to make raisins. We took two kinds of grapes, and each child put one bunch in a lye dip. We just washed the other bunch. We wanted to see which would be raisins first. This is the way they look. They have been drying for two weeks. We wanted to see how much they would lose, so we weighed them. We are going to weigh them again when they are dry.

Fourth grade.— Canned pears: We wanted to can some pears for our luncheons. We wanted to know how to can them so they would stay whole. We experimented to find out. Some made a syrup and cooked some pears in it, and they stayed whole. Some cooked their pears in water and then added the sugar, and they broke up. We decided to make our syrup first and cook our pears in it. This is a can that William and I put up.

Candied pineapple: We candied some pineapple. We made a syrup of one quarter cup of sugar and two tablespoons of juice. We cooked the pineapple in it until it was soft and the syrup very thick. This (showing a piece) is a piece we made.

Fifth grade.— Corn bread: We were making preparations for a Thanksgiving dinner, as the Pilgrims used to have it. We know they had corn and not for a long time wheat, so we thought they probably had corn bread, and we made some. First we got our dry things together, and mixed them. They were: one-half cup of corn meal, one teaspoon of sugar, one-quarter teaspoon of soda, one saltspoon of salt. Then we mixed our wet things — one-third cup of sour milk, one tablespoon of beaten egg, one teaspoon of melted butter. Then we mixed all together, and put the dough in an oiled pan, and into the oven. We baked it fifteen or twenty minutes.

Cranberry jelly: We made cranberry jelly for our Thanksgiving dinner. The cranberries grew wild in Massachusetts ,and the colonists had them with wild turkey. We took a cup of cranberries and picked them over, and washed them. Then we put them into a sauce-pan with half a cup of water. We let them boil until the shells broke open, and the juice came out. Then we put them through a strainer, and had half a cup of juice left. We put half a cup of sugar in the juice and cooked it a little while. Then we poured it in hot jelly glasses.

Canning pumpkin: We were canning some pumpkin for Thanksgiving pies. First we took all the soft part out of the pumpkin. Then we cut it up and peeled it. Then we cut the good part up into little pieces, and put them into a Mason jar, and just laid the cover on. Next we put the jar into a sauce-pan filled with cold water and let the water boil, so that it would kill all the microbes that would make the pumpkin spoil. I forgot to tell that we put cold water in the jar with the pumpkin, and the pumpkin cooked till it was soft. Then we screwed the cover on tight, and put the jars away. Some of them spoiled. We thought that we either had not boiled the pumpkin long enough, or else the microbes had got in after we boiled them.

Sixth grade.— An experiment: The sixth grade has been finding different ways of preserving food. We knew that we could hang things, like apples, up in small pieces, and that they would dry and then keep. The microbes will not grow on it then because there is no water; so it will not spoil. One day we used salt to draw the water out of green tomatoes. So we thought maybe we could draw the water out of fruit with it too. We put pieces of apple covered with salt, and sugar and spices too, away, and they kept. The apple was dry, and did not spoil.

Preserving peaches: We are still trying to find a way of putting up fruit so that no germs will be in it. Now I'm going to tell you how we preserved some peaches. First we pared them, and cut them in halves, and took the stones out. Then we got one-half cup of sugar and one-half cup of water, and boiled them together, stirring till the sugar was dissolved. Then we put the peaches in, and boiled them until they were soft. Then we boiled the jars, and filled them with peaches and syrup up to the top. Then we put on the rubber and screwed the top on tight. We used the sugar to keep the germs from growing. Germs do not like sugar. We boiled it to kill the germs that were in it. We boiled the jars to kill the germs in them. And we filled them to the top and screwed the covers on tight, so that no more could get in.

THANKSGIVING PROGRAM

I

Music — "Come, Ye Thankful People, Come!"
Reading — Canticle of the Sun.
Music — "We Plough the Fields and Scatter."
Reading — Bible Selections.
Music — "I Will Praise Thee, O Lord!"

II

Music — "Song of the Harvest"..... College Class
Sentences — "The World is So Full," "The Milkweed Babies"... First Grade
Music — "O'er Our Fields"..... Primary Grades

Sentences — Autumn.....Second Grade
Reading — "When the Frost is on the Pumpkin".....Fifth Grade
Music — "Thanksgiving Song".....Seventh Grade
Reading — Autumn.....Miss Fleming
Music — "Autumn Gales".....Upper Grades
Original Verses (see below) — "Autumn".....Sixth Grade

Open to the house for sentiments on autumn and Thanksgiving.

Play — "Old English Harvest Scene".....Third Grade
Music — "French Harvest Song".....Fourth, Fifth, and Sixth Grades

In a French harvest play given at the Thanksgiving celebration, the fourth-grade children were to represent owls who would sing to the harvesters at night. They were given the French stanza with the suggestion that they set it to music. This they did, each child offering a musical setting for a phrase, until the song was completed. Such melodies as did not fit into the spirit and purpose of the song were rejected by the class. The melody as it stands is the work of six of the children.

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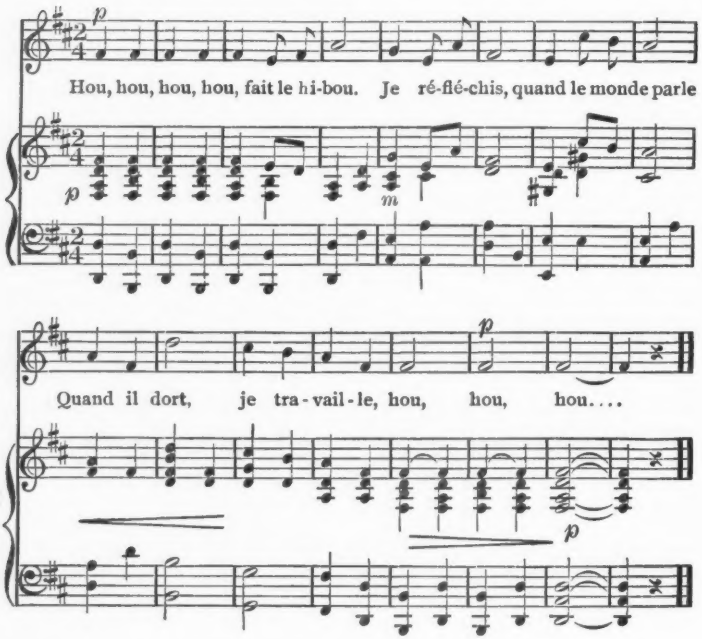
Play — "Corn-Husking".....Seventh Grade
(Bringing in the corn; reading, "Columbia's Emblem;" entrance of farmers; entrance of huskers; reading, "Corn Ballad;" dialogue, "Huskers;" rounds, "Three Blind Mice," "Scotland's Burning;" giving of prize; song, "Flow Gently, Sweet Afton;" dance, "Money Musk;" exit to supper.) Note: This play will appear in full in a later issue of this journal.

AUTUMN PICTURED IN ORIGINAL VERSE BY PUPILS IN THE SIXTH GRADE

The autumn has come, the trees are bare;
The squirrel is getting of nuts his share;
The birds have already ceased their song,
And the wind is whistling the whole day long.

* * * *

The glorious autumn days have come;
The bees have stopped their busy hum;
The leaves are dropping from the trees,
And the grass is bending in the breeze,
The leaves are turning gold and red,
And dropping to their winter bed.
Each day is growing a little shorter,
And the farmers dare not loiter.
Each day is growing colder,
And the wind is growing bolder.

* * * *

The leaves are red and yellow,
The apples ripe and mellow;
The plants their seeds are scattering;
The nuts are downward pattering;
The robins south are flying,
And all the flowers are dying.

* * * *

The squirrels their nuts are storing,
The wind will soon be roaring,
While the crows are calling,
And the brown oak leaves are falling,
Heavy frosts are descending,
The autumn days are ending.

THE CURRICULUM OF THE UNIVERSITY ELEMENTARY SCHOOL

AN OUTLINE

The curriculum of the University Elementary School is in a formative stage. A full statement covering the work for a year at this time is impossible, but the following outline is presented in barest detail for two reasons. First, in its preparation the teachers have been called upon to take at least a preliminary view of the principles which should control the development of a course of study; second, even this meager statement, mainly from the side of material, of what the school seeks to accomplish will give the patrons and others a clue which will enable them, perhaps, to begin an intelligent study of the school. While the outlines are written for the Autumn Quarter, it will be understood that they embody much work that will be extended into the winter and, indeed, continued throughout the year.

OUTLINE FOR THE KINDERGARTEN

AUTUMN QUARTER

ANNA ELIZABETH ALLEN

The artificial division of the kindergarten work into subjects that conform to three of the other grades is made, first, that the relation between the different grades of the school may be more clearly perceived, and, second, that these subjects may be seen in their most elementary forms. No such divisions will be apparent naturally to the observer, as the work is based upon the formation of a community. Everything that will enhance the value of this community ideal and make it practical will be used. The plan is shaped to this end. The children will be kept out of doors as much as possible, when the weather permits, collecting seeds and leaves, working in their garden, and taking excursions to the lake and parks.

The cooking as done in the kindergarten is not for the sake of cooking, as involving scientific control, but for the social side of the industry. The children assist the teachers as they would help their mothers at home.

Nature (beginnings of science and geography).— Comparison of our present surroundings with those of our summer outings. Watching for birds with

which we became familiar last spring, and finding out which ones are left. Gathering, classification, and comparison of seeds: (1) growth in and out of pods; (2) how distributed. Method of keeping fruit and vegetables during the winter. Excursions to parks to watch for birds. Collection of cocoons, caterpillars, and leaves, and comparison of landscape with that of our summer outing. Excursions to garden to gather seeds and harvest our products. Planting of crocus and tulip bulbs. Points of the compass: (1) direction of homes from schoolhouse; direction of homes from shops, church, railroads; (2) direction of wind, and kinds of winds from the different directions. Effect of rain, wind, and sun on familiar areas — home yard, playground, garden. Effect of sun in ripening vegetables in garden.

Social life (history).— Present conditions in our homes: (1) economic: (*a*) supplies and furnishings for kitchen, bedrooms, parlor, dining-room, bathroom, etc.; (*b*) heating; (*c*) clothing; (2) social: (*a*) individual rights; (*b*) entertainment of guests, and relation between host and guest emphasized; Thanksgiving and Hallowe'en parties; Christmas entertainment and tree.

Number.— Used as a limitation in groups of 2, 3, 4, and 5. Simplest addition and subtraction as needed and spontaneously done by the children. Groups made use of: (1) taking partners in skipping, in marching, and in games; (2) committees for housekeeping; (3) blocks necessary for certain building; (4) number of inches in limiting building. Measurement in cooking.

Literature.— Mother Goose melodies; repetition stories, such as "The Old Woman Who Found a Sixpence." Nonsense rhymes: "The Tree" (Björnson); "I'll Tell You How the Leaves Came Down" (Coolidge); and other poems. Thanksgiving and other stories: "Little Table, Dish Up" (from the Norwegian); "The Invisible Cap" (Cooke's *Nature Myths*); "The Night before Christmas" (anonymous); "The Magic Curtain;" "St. Christopher;" "Story of the First Christmas."

Clay and Color.— Modeling: marbles and balls (for playthings), flower-pots, tea-rests, fruit, vegetables, cocoons, nests, etc. Painting: experimenting with colors in paint-box; painting landscapes as seen from our windows, fruits, vegetables, etc. Decorating: Christmas presents, flower-pots, and tea-rests.

Hand-work.— Christmas presents.

Cooking.— Canning pumpkins from our gardens; making for our Thanksgiving party — jelly, grape juice, and cookies; for Christmas, candy.

Games and dramatic work.— Simple romping games: "Cat and Mouse;" "Going to Jerusalem;" "Changing Chairs;" "Hide and Seek;" "Hiding the Slipper." Nature games: flying seeds; birds and bird life; caterpillar and cocoon. Dramatizing stories.

Music.— Simple scale songs from *Primer of Vocal Music* (E. Smith). Tone-placing: appropriate seasonal songs from collections by Eleanor Smith, Neidlinger, Hill, and Gaynor. Rhythm: simple skipping; marching and running in time; flying as birds and seeds; jumping and hopping.

OUTLINE FOR FIRST GRADE

AUTUMN QUARTER

ELSIE A. WYGANT

It is difficult to classify the work of little children into the usual departments of learning, as science, geography, sociology, etc., the names seeming too large for the very simple work which must make up the beginning of knowledge. Yet, because the effort is to give the children experiences and observations which shall make a working basis for these subjects later, the names are retained. On the other hand, a test of the unity of the work would be the lack of any sense of division or classification in the minds of the children. They should have simply a problem to the solving of which reading, writing, number, and the other subjects should lend themselves as tools.

The following outline covers only the work for the fall quarter.

Beginnings of history.— The farm as the source of food supply. Work out processes of flour- and butter-making. The children who had the farm work last year will begin with the building of a house from the standpoint of the necessity for shelter. Stories will be told of how primitive peoples, the Eskimos, and tropical peoples have met this necessity. The conditions which have determined the types of shelter will be made as graphic as possible, and the children will invent so much of the primitive ways as time and the vividness of their images allow. Field trips in connection with this work will be taken to a farm, to the Field Museum, and to a modern house in the process of construction.

Nature study (beginnings of science and geography).— Landscape: (*a*) vegetation (change of foliage, ripening of fruit, maturing of seed); (*b*) animal life (hibernation and metamorphosis); (*c*) daily record of temperature as explaining the above changes. Study of the trees to continue through the year. Care of pets in the inclosure below our windows. Collection and classification of pebbles. Making of crystals. (For details see September number of the *Elementary School Teacher*, p. 36.) Physiographic point; wave-action. Points of compass learned and held in mind during field trips.

Literature.— The daily hearing or reciting of a poem. The poems to be selected largely from *The Posy Ring* and Robert Louis Stevenson's *Child's Garden of Verse.* Stories: Æolus and the Bag of Winds," Hermes, Phæthon, Philemon and Baucis, Bellerophon, Browning's story of "Muléykeh" and "The Pied Piper of Hamlin;" Kipling's "Just So Stories," and "Tomaii and the Elephants;" stories of Christmas in Holland, Italy, and Norway, and the legend of St. Christopher. Classic fairy-tales.

Reading and writing.— Reading will be used daily in connection with the other work. Recognition of words and sentences on the blackboard by the younger group. The older group will also have leaflets in script and print, and

the reading of rhymes and jingles from various first readers. Daily use of phonics as a help to ear-training and enunciation. Both groups will write upon the blackboard and upon large paper with marking crayon and soft pencils.

Number.— The number work grows out of the problems which arise principally in connection with cooking, manual training, and science. The manual training will demand linear measure; one-half, one-fourth, and one-eighth of an inch; and ability to make rectangles, circles, and triangles. Cooking requires the recognition and use of standard units of measure, ability to tell time, and the use of the fractions one-half, one-third, one-fourth, and one-eighth. The science utilizes counting to one hundred by one's and two's, as in the reading of the thermometer and the use of metric system of weights. The constant use of the foot-ruler makes familiar the numbers up to twelve. Combining and separating these in actual work emphasize their relations, and with these the fundamental processes are all touched upon. Reading and writing of two-figure numbers.

Manual training.— A large dry-goods box will be remodeled for the house, and the necessary partitions, doors, windows, and stairs will be made. Cardboard: book-covers, box for minerals, case for tree collection. Cloth: duster for desks, and Christmas presents. Paper: envelopes, picture-frames, circle-makers, etc.

Cooking.— The cooking will be in connection with the science work. The amount of juice in various fruits will be noted by the making of lemonade, grape juice, orangeade, cranberry jelly, apple sauce, and attempts to use the dry fruits, as bananas, etc. Drying of apples and peaches. Find edible seeds and prepare them for eating, as corn, wheat, oats, nuts, etc. Making of butter.

Art.— Seeds and leaves will be used as units of design; later stenciled units. Design to be applied to a frieze for the wall, book-covers, and Christmas presents. Illustrations in paint, colored crayon, and chalk, of stories, and of activities seen upon the field trips. Drawing, painting, and modeling will be used in science and upon field trips as records and to further observation. In this work good spacing and some idea of composition will be kept in mind.

Music.— Special work in ear-training. Singing and notation of the scale and simple musical phrases. The children will be encouraged to originate texts and music for these melodies. Songs will be taught for school festivals, for the seasons, and to illustrate the work of the grade.

OUTLINE FOR SECOND GRADE

AUTUMN QUARTER

ELSABETH VANE PORT

Social life and history.— Autumn: food — a review of its sources and a study of its distribution in the city; winter: clothing; spring: shelter. Autumn: (*a*) Fruits and vegetables — gathering, packing, transportation,

boats, docks, stores; visits to farm and truck garden. (*b*) Grain — kinds, growth, harvesting, hauling, trains, elevators, mills; visits to grain elevator and flour mill. (*c*) Meat and fish — very general idea of packing and shipping of meat; fisheries, sailboats, nets, fishermen's lives. (*d*) Dairy products — short review of dairy farm and visit, if possible, to Walker-Gordon Laboratory. In all this work many transient pictures will be made on the sand-table of farms, lake, docks, city, etc. In order to give a little more meaning to these occupations and have the children see the fundamental processes beneath the complicated ones, some of the primitive ways of obtaining and preparing food will be discussed and tried: (*a*) experiments in the making of primitive out-door fires; (*b*) roasting potatoes and chestnuts; (*c*) roasting meat; (*d*) boiling meat in the water heated by hot stones; (*e*) baking eggs in clay; (*f*) baking fish on boards; (*g*) primitive grinding of grain and making of flat cakes; (*h*) making butter (1) in skin bags, (2) in primitive churns. For illustrative stories see *Literature*.

Geography.— The study of direction, which has been dealt with in the two previous years, will be taken up again in the second grade, with still further meaning. The children will discover the direction of the school from their homes, the parks, the lake, down-town, etc. Large, simple maps will be made in the sand-pan and on the board showing the relative position of the school to the elevators, the farm, and Beverly Hills. In order to do this, a rough idea of distance will be necessary. This will be gained chiefly through noting the time necessary to get to certain places.

Nature-study.— The work of the first quarter will be largely observation of the changes in nature due to cooler weather and approaching winter. Each day some one item will be added to the record. From these a kind of calendar will be made and printed for the children's reading. The records will be of general observation of insects, birds, flowers, vegetables, weeds, and trees. In order to make the observation more definite, some individual from each of the above classes will be selected for special study. These will be found on various trips to the garden, Midway, parks, lots, farm, and Beverly Hills. The changes in the rising and setting of the sun will be noted, and also the lengthening of the noon shadows and lowering temperature; daily observation of clouds, wind, rain, frost, and snow. In connection with cooking there will be a special classification and study of seeds, their manner of storing food, and their protective coverings as used for food by us. Seeds will be collected and experiments made to find out how they use their food supply. The children will plant crocus bulbs in the court-yard.

Literature.— Hiawatha's fishing; story of Mondamin; Ab and the pitfall; Mammoth Feast; Ceres; Ruth. These stories are chosen particularly as illustrative of the primitive cooking and food-getting. In addition, the children will have many of Stevenson's and other short poems, and one or two nature-myths and fairy-tales.

Reading and writing.— The children will read constantly from the black-board, and will have written and printed lesson slips in connection with history

and science. They will use the first simple readers also. With the work in phonics certain games or exercises of pronunciation of syllables will be used in order to help in getting clear, clean enunciation. Writing will be necessary in the keeping of records of observations, in making stories, and in keeping recipes. The children will begin wordbooks, in which will be kept the words learned during the year.

Number.— The cooking, making, and account-keeping will bring about a familiarity with the more common units of measure, with the writing of money, and with fractions such as two-thirds, three-fourths, and three-eighths. Incidental to the other work will come drill in addition and subtraction and the multiplication tables of two's and three's. Writing and reading numbers of four places.

Manual training.— The principal piece of hand-work for the quarter will be the making of a grocery store as a present for the first grade. The children will also make boxes for seed collections and insects, portfolios, and Christmas presents.

Cooking.— Making of grape juice and preserving fruit. Preparing apples in different ways. Cooking oatmeal. Parching sweet corn. Popping corn. Christmas candy.

Art.— (*a*) Painting of landscape, with particular view to showing autumnal changes. (*b*) Drawing of figures — harvesting and loading fruit, churning, fishing; farm animals; work in color and clay illustrative of primitive hunting and cooking. (*c*) Designs for portfolios.

Music.— Special work in ear-training. Analysis of two- three- and four-pulse rhythm. Singing and notation of short songs. The children will be encouraged to originate simple melodies with their texts. Songs for festivals and the seasons, and such as will correlate with the work of the grade, will be chosen.

OUTLINE FOR THIRD GRADE

AUTUMN QUARTER

GUDRUN THORNE-THOMSEN

History.— Subject for the year: trade, transportation, era of early discovery. Autumn quarter: visits to South Water Street, Illinois Central freight dépôt, docks, wharfs, steamers, a large grocery store. Trace some natural, also some manufactured, goods from their sources to the consumer. Study the function of a store. The children to have charge of the materials needed for their grade. Fitting out of a store, the children taking turns to be salesmen, bookkeepers, etc. Early Norse and early Greeks. Geography of these countries as a background. Study of products of different localities, barter, exchange.

Geography.— Typical environments: Norway — mountains, fjord-coast, islands, bays, harbors; climatic conditions, sunless winters of the north, midnight sun in summer; snow and ice; forests with their animal life; the sea with its life. Greece — river-valleys, hills, coasts, islands; climate.

Nature-study.— Field trips (to some of the following places) to study the autumn aspect of the landscape: (1) our garden; (2) Beverly Hills; (3) south shore; (4) north shore; (5) swamp; (6) Purington; (7) the prairie. Materials gathered on these excursions will be the basis for study in the school: (1) plants; (2) insects; (3) soil; (4) snakes; (5) toads and frogs. Points for study: How do plants come back to us in the spring? Comparison between the plants as now seen, and as studied in the spring. This will involve a study of the parts of plants and their function. Enlarged roots and underground stems, such as beets, parsnips, turnips, potatoes, left to sprout; the reason why. The purpose of the fruit to the plant. The reason for color and form, and for shells in nuts. Other devices of plants for distributing seeds. The children will plant tulip, crocus, and hyacinth bulbs in front of the school building. Window-boxes will be made to hold plants for study; also flowers for decoration of room. Insects: How do insects come back in the spring? Study butterflies, moths, ants, and bees. Insect-cages, ant-houses, and possibly a beehive will house the insects for close observation. It will also be possible to see snakes and toads burrow in the sand and to keep them until spring. Soil: Characteristics of the soils from the different areas visited and their properties. Sand and its formation; swamp soil and its formation; garden soil and its formation; clay and its formation. Economic uses of these soils. Metals (work related to history): copper, iron, and lead; where found, mining, uses. The children will make furnaces; melt, mold, and cast in lead. Experiments related to cooking.

Literature and oral reading.— The children will be told several Norse sagas of the Vikings; stories from the saga of King Harold the Fair Haired and the Volsunga saga; the *Odyssey,* parts read by children from Palmer's translation, parts read, or told by the teacher; Norse myths: "Thor's Journey to Jotunheim," "The Death of Balder," "The Gift of the Dwarfs;" Greek myths: "Apollo and the python," "Athena and Perseus," "Hermes and the Cave of Winds;" fairy-tales to be told to the children: "The Land East of the Sun and West of the Moon," "The Seven Swans." Through the simple, picturesque language of the sagas and the *Odyssey,* as also from the direct childlike imaginings of the fairy-tales, the children will learn to appreciate, and unconsciously to imitate, the classic style. Poems will be studied with a view to rendering them in a beautiful way to others: "Windy Nights," "The Shadow," "The Lamplighter," by Robert Louis Stevenson. For Thanksgiving exercises: Greek autumn festival dramatized. For Christmas: a Norwegian Christmas scene.

Reading and writing.— For some of the children considerable phonic drills and reading of very easy stories. Other children will read for information in

history, geography, and science. All the children will keep records of their work in written form. Through the necessity of making these written records, spelling, rules of grammar, punctuation, and capitalization will be taught.

Number.— If the children are actually doing work which has social value, they will gain accurate knowledge of the activities in which they are engaged. The children will keep a record of all their expenses for materials used in the school, and will have charge of a store which will distribute this material. In cooking, weights and measures will be learned. The children also will keep accounts of the cost of ingredients. Proportions will be worked out in cooking recipes. Number is demanded in almost all the experimental science work, and in construction in wood and cardboard. Outcome: automatic use of easy numbers, addition, subtraction, multiplication, short division, and easy fractions.

Manual training.— Making of portfolios, boards for drinking-cups, Christmas gifts — sleds, boats, wagons.

Cooking.— Drying of grapes for raisins (evaporation). Comparison of the amount of water in different fruits. Making of plum butter and the reason for sealing it for winter use (molds). Study of starch. Starch grains in different vegetables; the effect of heat on them; the cooking temperature of starch; the thickening power of starch. Cooking of vegetables, white sauce, and soups. Christmas candies.

Art.— Drawing and painting: records of the study of plants, seeds, and fruits; autumn scenes (nature-study). Blackboard drawing of hills, mountains, plains, coasts, animals in the northern forests (geography). Scenes illustrating early transportation, men on rafts, in dugouts, people exchanging products (history). Stories illustrated (literature). Designs to decorate portfolios; also to decorate bowls and vases made in clay. Clay-modeling: vases; bowls for school and home use; Christmas presents.

OUTLINE FOR FOURTH GRADE

AUTUMN QUARTER

GERTRUDE VAN HOESEN

During the previous years the children have been getting acquainted with their environment, and know to a certain degree what the prominent features are. But the important characteristic of movement — change — has not been emphasized. In the fourth grade the children study the growth of Chicago, not as a closed book, but as an interesting, progressive drama, worthy of close attention. It is necessary, therefore, that the study of the simpler social organs go hand in hand with the history of the city. The story of their beginnings, their growth, and the reasons for instituting them will explain

their present conditions. It is also necessary that a study of the present physiographic condition be made, for it is only through this phase that the children can get any idea of what our city means. For Chicago illustrates man's struggle and conquest over physiographic conditions. The work has been planned with the idea of giving the children some idea of the relation of a city's growth to a geographical situation.

HISTORY

I. Civics.

1. Water-supply: (*a*) Present condition. Visit the pumping stations. How is the water carried to our homes? Laying of water-mains. (*b*) Story of the first crib. (*c*) Examination of water. Experiments in purifying — (1) filtering, (2) distilling. What is the city doing to furnish pure water?

2. Drainage: (*a*) Sewerage — how laid. (*b*) Story of the reclaiming of the swamps.

3. Illumination: How is the city lighted? Comparison with other cities. History of the illumination of the city.

II. 1. History of Chicago at the time when only Indians lived here: (*a*) Study of the old water routes. (*b*) Appearance of the country. (*c*) Industries. (*d*) Transportation means and routes to the East.

2. Early French traders.

3. Story of Marquette and Joliet.

GEOGRAPHY

I. Field work.

1. South shore.

2. Swamp at Seventy-fifth Street.

3. North shore.

4. Purington clay-beds.

Special points to be made in land formation:

1. Building coasts — south shore: (*a*) Formation of sand-bars. (*b*) Gradual change from inclosed lagoon through the swamp formation to dry land. (*c*) Explanation of ridges.

2. Wearing coasts — north shore: (*a*) Formation of cliffs. (*b*) Formation of ravines. (*c*) River action.

3. Swamp formation — Seventy-fifth Street: (*a*) Conditions for formation. (*b*) Conditions for change.

4. Clay-beds at Purington: (*a*) Examination of clay. (*b*) Examination of pebbles found in clay; comparison with pebbles on the lake shore. (*c*) Formation of clay. (*d*) Its use; visit the brick yards.

II. 1. Geography and topography of Illinois: (*a*) Its old river routes. (*b*) Its relation to Lake Michigan, and to the Chicago and Calumet Rivers.

2. The St. Lawrence Basin in its relation to Chicago, i. e., a waterway from the Old World to the New.

NATURE-STUDY

I. Bird life: Identify and study the habits of as many of our common birds as can be found. This will lead to a study of our winter birds, as it is too late in the season to find the birds that are here for the summer. The class will use Lange's *Birds of Indiana.*

II. Field work.

NOTE.— On all excursions a camera will be used, but the children will also carry and use sketching materials.

The excursions noted below will form one of the basic points in the study of Chicago:

1. South shore.
2. Beverly Hills.
3. Purington clay-beds.
4. Swamp.
5. North shore.

Special points:

1. A comparative study of plant life on these areas: (*a*) The collection and identification of plants. (*b*) The identification of the trees; note especially (1) where found, i. e., the nature of the soil; (2) mode of growth — reason for it. (*c*) Examination of soils, if necessary to discover the relation of soil constituency to growth. (*d*) How do these plants scatter their seeds?

2. A comparative study of animal life: (*a*) Habits of these animals — food, homes, etc. (*b*) Their preparation for winter.

The class will reproduce on the sand-pan the special typical features of each area.

III. Weather record. Special points:

1. Slant of sun's rays. Measurement taken weekly by means of the skiameter. The only point made this term will be the fact that the slant varies and the relation of variation to the position of the sun in the sky.

2. Average temperature.

IV. Experimental science in connection with cooking.

V. The children will make a tulip bed under the front windows, and plant crocus and snowdrop on the lawn. They will fill the window-boxes with house-plants, of which they will have the care, and start a number of different bulbs indoors. They will also set out several varieties of small fruits.

ENGLISH

I. Literature.

1. Story of Siegfried.

2. Group of Rides: (*a*) "John Gilpin's Ride." (*b*) "How the Good News was Carried from Ghent to Aix." (*c*) "Sheridan's Ride." (*d*) "Paul Revere's Ride."

3. Poems and stories of heroism.

II. Speech, oral reading, and dramatic art.

1. The dramatization of some part in the celebration of the autumn festivals; e. g., Hallowe'en, Thanksgiving, and Christmas.

2. The study of the "Group of Rides" mentioned under *Literature.*

3. The telling of favorite stories.

The children will not be expected to read the poems and stories at first. An endeavor to establish a feeling for the beauty of style will be made by reading to them beautiful poems and stories. These stories and poems may or may not be read later by the pupils.

III. Reading.

1. For information, in connection with the work under consideration.

2. For pleasure: (*a*) fairy-stories and fables. (*b*) Robert Louis Stevenson's poems. (*c*) The poems mentioned under *Literature.* (*d*) Parts of Baldwin's *Siegfried.* (*e*) Stories of animals.

If the class, or members of it, are unable to read silently the reading matter which is necessary, a systematic drill in phonics will be carried on which will give those children the necessary help.

IV. Spelling. The children will each keep a book in which will be written every word that is misspelled and every word for which any child has asked during a written lesson. By learning these words the children get command of the vocabulary necessary to the work of the year.

V. Writing. The natural demands of the subjects of study for writing is constant. The children will write papers of many kinds:

1. Records: (*a*) of science work; (*b*) of excursion; (*c*) of cooking, i. e., recipe books.

2. Stories.

3. Letters.

4. Expense accounts.

5. Songs.

Skill to be acquired through the above work: Correct use of capitals, period, interrogation point, and quotation marks; the use of the apostrophe in possessives and some contractions; and a few very simple uses of the comma; very simple paragraphing.

FRENCH

Chansons de jeu: "Savez-vous planter des choux?" "Il était une bergère;" "Le mer est bien tranquille;" "Sur le pont d'Avignon;" "Au clair de la lune."

Stories of Marquette and Joliet at St. Ignace; story of Marquette's winter at Chicago; fairy-tales told, read, and dramatized. French luncheon and games once a week. Reference grammar and reader: Part I of *Beginners' Book in French,* by Mlle. Sophia Doriot.

GERMAN (FIRST YEAR)

Instruction mostly oral. The expressions for every-day activities will be learned. We shall have a great many games, rhymes, riddles, songs, and dialogues.

ARITHMETIC

In the correlation necessary to the general work of the grade, the following should be the outcome in arithmetical knowledge:

1. Familiarity with the use of the multiplication tables through the 12's.
2. Tables of dry and liquid measures in connection with cooking and history.
3. Tables of linear, square, and cubic measures in connection with manual training and nature-study.
4. Ability to add, subtract, multiply, and divide whole numbers as rapidly as is consistent with the general development of the individual child.
5. Use of simple fractions and decimals in connection with nature-study, cooking, and manual training.
6. Keeping of simple accounts.

MANUAL TRAINING

Wood: Screen — cleaning and staining a table in grouproom; Christmas gifts. Cardboard: Portfolios for work. Clay: See *Art.*

COOKING

Study of sugar: Making of vinegar for Christmas candies. Vinegar plant — what it is and what it does. Acids and what they are. Canning peaches and pears. Making candied pineapple. Where sugar is found, and how it is manufactured. Foods in which we find sugar. Christmas candies.

ART

I. Drawing and painting.

1. Landscapes: (*a*) Immediate landscape showing autumnal changes. (*b*) Typical areas visited.
2. Trees and plants growing on the areas visited.
3. Illustrative work.
4. Designs: (*a*) For portfolios. (*b*) For pottery.

II. Clay.

1. Animals in connection with nature-study.
2. Statuettes and tiles in connection with history and literature.
3. Pottery: (*a*) For use in school, i. e., jardinieres. (*b*) For Christmas presents.

MUSIC

Voice-training. Exercises in the sharp keys for sight-reading and notation. Each group will be encouraged to write a composite original song on a topic suggested by the children. They will notate this song in their music notebooks. Harvest, Thanksgiving, and Christmas songs will be given; also German and French dramatic songs.

OUTLINE FOR FIFTH GRADE[1]

AUTUMN QUARTER

CATHERINE PIERCE

The work for the quarter is mainly grouped about the history which is an attempt to meet the needs of the children's widening social interest, and also about the field work which give them a closer acquaintance with their immediate surroundings.

HISTORY

The history of the previous grade is that of Chicago itself. The history of this grade takes a backward step to that earlier period which helped make Chicago possible and which is familiar to the children through family tradition.

Study of the Plymouth colony — occupations, industries, and development of self-government. (*a*) Home — occupations of family; appearence of house; manners, dress, and customs. (*b*) Farm — occupations. (*c*) Village (Plymouth as type) — history of settlement; town meetings; trade and occupations.

The children will spin, dye, and weave; make candles and soap; arrange a colonial room; make drawings and sketches of each other dressed in colonial costume and carrying on typical occupations.

GEOGRAPHY

1. Study of geographic conditions influencing the settlement and development of New England.

2. Field work in areas about Chicago that show physiographic likeness to the New England region: (*a*) Stony Island (glaciation); (*b*) Glencoe (stream action and wearing coast).

3. Study of the topography and climate of North America as a whole.

4. Use of political maps in connection with the study of current events.

5. Making of maps in sand and chalk-modeling; making sketches and models in sand-pan of areas visited in field trips.

SCIENCE

1. Field work. Study of plant societies in swamp, ridge, and meadow. Relation of plants to soil and water, and their methods of reproduction.

2. Garden. Preparation of a tulip-bed and planting of bulbs on the school grounds.

3. Meteorology. Observations recorded to enable an understanding of the climate of North America: (*a*) rainfall and temperature; (*b*) sun slant and length of day; (*c*) relation of sun slant to temperature.

4. Experiments connected with a study of colonial industries: (*a*) Textile work — study of fibers used; dyeing — action of acids and alkalis on vegetable

[1] Prepared largely by Mary Reed; on leave of absence for 1904–5.

and animal fibers. (*b*) Cooking — relation of heat to food; study of starch. (*c*) Soap-making — action of acids on alkalis.

5. Written records of all work done and observations made, illustrated by drawings, sketches, and photographs.

LITERATURE AND ORAL READING

The literature is selected to supplement the work in the history of the Plymouth colony. The children will read selections from Bradford's *Plymouth Plantation* and Hawthorne's *Grandfather's Chair,* also Longfellow's "Miles Standish." For more dramatic expression Tennyson's "The Revenge" will be studied carefully. Some simple dramatization may be made, should the work in history or literature call for it.

ENGLISH

Through records kept in the science and geography lessons and frequent composition work connected with history, it is expected that the children will gain a free and correct use of written English. Attention will be given to paragraphing, to punctuation, and to principal parts of the sentence.

FRENCH

The most popular French historic rounds will be dramatically sung and played by the children of the fifth grade. The conversation at the French luncheons and the vocabulary needed in the playing of French games will give the idiomatic twist of the language so characteristic of a people. The reading will center around Acadian life, its relation to Normandy, the friendship of the French for the Indians, etc. The thought of the reading lesson will be illustrated by the dramatic presentation of the most characteristic events of Acadian life. For a reference grammar the grade will use Part II of *Beginners' Book in French,* by Mlle. Doriot.

GERMAN (SECOND YEAR)

Short review of last year's vocabulary. In grammar, singular and plural of very common nouns. We shall read Foster's *Geschichten und Märchen.* Conversation: dialogues, questions, etc., about every-day life. Nursery rhymes, riddles, songs, and simple poems.

NUMBER

The number work of the quarter will be correlated with the subjects given below. Exercise will be given in fundamental processes whenever necessary.

1. Working-plans for looms and Christmas work requiring scale drawing; linear and square measure and cost of material.

2. Addition and subtraction of decimals through use of metric weights; addition, subtraction, multiplication, and division of fractions through use of recipes.

3. Linear and square measure through field work and making of tulip-bed: fractions and decimals in use of rain-gauge; long division in averaging of temperature and rainfall.

4. The keeping of simple accounts will be taught in connection with the children's use of the school-supply fund.

HAND-WORK

1. Textiles: spinning, dyeing of threads; weaving rug for colonial room; making small bags worked in cross-stitch, and samplers.

2. Manual training: (*a*) making of looms, trenchers, and hornbooks as required in the textile work and history study; (*b*) making articles for Christmas gifts, with special attention to working-drawings and technical excellence.

COOKING

1. The making of dishes illustrating the methods of colonial cooking, including the milling of corn for flour and cooking by an open fire; preparation of a Thanksgiving luncheon; making Christmas candies, using vinegar made by the fourth grade.

2. A study of starch.

ART

1. Design: The art for the quarter will be the more formal presentation of the principles of design growing out of the work in textiles and manual training.

2. Color: Records of field work and seasonal changes; illustrations of poems studied; studies of colonial costumes.

MUSIC

Season songs. Exercises for sight-reading and notation. One original song with its notation. Characteristic songs in French and German, and one typical Puritan hymn.

OUTLINE FOR SIXTH GRADE

AUTUMN QUARTER

ANNA HIGGINS

HISTORY

The aim of the work in history is to broaden the view of colonial life in America, by adding the life of the French to that of the English and Dutch already studied, to compare the French and the English life in the New World, going back into the home countries to account for the contest, with emphasis on the differences in their ideas of government. The climax will be the coming together of the French and English in the New World, the failure of the French, and the success of the English, in the French and Indian War.

The class will study the French in America, their coming, something of the life at home and the conditions in the Old World that led to their coming; the great fishing industries in America; their interesting contact with the

Indians (Parkman and Champlain's journals); their colonial life; a seigniorage; the soldier, the explorer, the trader, the missionary (Parkman and Bourinot); their life in Canada; their spreading out; the voyages to the Mississippi; La Salle, Marquette, Joliet (Louisiana Historical Society Papers; Jesuit relations; visit to Chicago Historical Society); the causes and results of the French and Indian War. Sand-modeling, map-drawing, and illustration with pencil and water-colors will be an integral part of the work. A seigniorage will be built.

Then will follow the struggle of the English colonists with the mother-country. Stress will be laid upon the great industrial feature of the struggle, and the ideals of the colonists as to government. Here we shall come in touch with France again in an interesting way.

The last quarter will be devoted to Greece, and we shall try to show that there have been struggles for liberty in times long past. A glimpse of the Greek fighting his Bunker Hill at Marathon will be followed by a study of Greek physical culture and games. The civic pride of the Athenians will be shown by a study of the Parthenon, and the children will consider the work of the civic improvement associations of our own city.

GEOGRAPHY

North America: (*a*) Topography, mountains, plains — central and coastal; interpretation of existing conditions. (*b*) Mountains, glaciers; excursion to Stony Island; mining and miner's life; smelting of ores. (*c*) Rivers; St. Lawrence, Mississippi; structural study, and how they affected the settlement of the country. (Here touching the history, the early French settlers in Canada and the Mississippi Valley.)

Sand models, chalk models, and maps will be made by the class.

SCIENCE

1. Field work: Preparation of plants and animals for change of season, especially underground provision of plants, bulbs, roots, etc.; collection for mounting; form and structure of bulbs and other underground forms; animals that migrate and animals that hibernate.

2. Garden work: (*a*) Care of strawberries planted in the spring, preparing them for winter and for next year's growth. (*b*) Gathering of potatoes planted in the spring. (*c*) Planting of tulips around the fountain; preparation of the beds for winter. (*d*) Planting of daffodils in pots for winter blooming.

3. Change in weather affecting plants and animal life; distribution of sunshine; variation of temperature; rainfall.

4. Heating of houses; simple experiments in heat.

LITERATURE

The literature will add to the picture of the French life at home and in America at the time of the exploration and settlement of Canada and the Mississippi Valley by the French. Harriet Martineau's *Peasant and Prince;*

selections from Parker's *Seats of the Mighty;* selections from *Evangeline.* The story of St. Francis will give an idea of the missionary spirit. Will read the "Flowers of St. Francis," and Whittier's "The Fisherman."

FRENCH

Chansons de jeu: "Avoine, Avoine, Avoine;" "Malbrough s'en va-t-en guerre;" "Frère Jacques;" "Quand Biron voulut danser;" "Au clair de la lune;" "Noël."

Stories of La Salle at the court of Louis XIV. La Salle with Illinois Indians — their habits and customs; paints — ochres, clays. Indian feasts.

History of the potato: Peru to Paris; dramatic reception of the potato at the French court.

Parmentieu and Franklin — their work for the poor; the instigating of bread-making under supervision of the French government.

Imaginary trip to Paris; French life and habits; the market-place, store, etc.

Reference grammar: *Le Français pratique,* by Paul Bercy; Contes et légendes.

GERMAN (THIRD YEAR)

Singular and plural nouns; use of the definite article. Read Foster's *Geschichten und Märchen.* Conversation based upon animal stories and anecdotes. This class will give a Christmas play.

MATHEMATICS

Drawing to a scale; fundamental processes with integers and fractions in building a French seigniorage in history.

2. Comparisons of areas in history and geography.

3. Values of products in geography.

4. Planting of tulip-bed calls for circumference and area of circle: (*a*) Area of triangle; meaning and history of some units of measure; cutting and drawing different kinds of triangles, comparing areas with areas of rectangles; find area of triangle. (*b*) Circle: radius, diameter, circumference; cutting and laying triangle on circle; find relation of circumference to diameter; find area of circle; find area of part of circle.

In all the work mathematical expression will be emphasized, and the equation or mathematical sentence used.

MANUAL TRAINING

The class will plant bulbs in the schoolrooms for early blooming. For these they will need window-boxes, which they will make. They will plant tulips around the fountain in the court. This bed will need to be protected, and the children will build a rail around the bed. They will also make some hotbed covers. They will make a large loom in connection with their textile work.

TEXTILES

Weaving of coarse linen and wool. From the linen they will make a table-cover for the schoolroom. Construction of looms. Flower-pot covers made, and made from raffia. Making of costumes needed in the school. Use of the sewing-machine.

COOKING

Fruit cooking, canning, and preserving by different methods. Experiments with the keeping of fruits under different conditions will lead to the study of fermentation, which will be considered further in connection with the use of yeast in bread-making. The bread-making will extend into the Winter Quarter, to be followed by work in batters and dough, and experiments in methods of lightening them.

ART

Illustration of history — sea, boats, coast; some pictures of the French country and life at home, and some of the life in the new country. Illustration of description and story in literature. Illustration in geography. Landscape work in nature-study. Christmas booklets.

MUSIC

Voice culture. Exercises in all keys for sight-reading and notation. Original songs as musical self-expression; for example, a song of the French explorers, or setting to music "The Fisherman" in the *Songs of Labor*. Songs of the harvest, of Thanksgiving, and of Christmas. French and German songs for plays and games.

GYMNASIUM

Games, indoor and outdoor, will be a feature of the work: "Fox and Goose," "Dodge Ball," "Three Deep," battle-ball and basket-ball, etc. Rhythm work — skip, slide, and hop dancing-steps. Free exercises in the gymnasium, and in the classroom for rest. Apparatus work on the ladders, rings, ropes, poles, and beams.

OUTLINE FOR SEVENTH GRADE

AUTUMN QUARTER

HARRY ORRIN GILLETTE

HISTORY

Note on the year's work.— Expansion of the United States from the thirteen states to its present limits, and the development of the nation industrially, socially, and politically. Consideration of some of the important present social and civic problems. Classroom study and reference reading; visits to the rooms of the Chicago Historical Society and the Field Columbian Museum. Excursions to great industrial plants: ore docks, steel mills, an oil refinery, a grain elevator, and the McCormick Harvester Works.

Outline for the quarter.— The expansion of the United States. The rise and development of industries, such as agriculture, transportation, mining, manufacture, communication.

1. The social and industrial causes of the Revolution.

2. The thirteen original states, their industries, their social and political conditions.

3. The Appalachian Mountains as a barrier.

4. The gradual settlement of Kentucky, Tennessee, and the Northwest Territory. Pioneer life. The pioneer spirit. Transportation on land and water. The work of George Rogers Clark. The Louisiana Purchase and Lewis and Clark.

5. The rise of industries. Economic, civic, and social conditions.

GEOGRAPHY

The geography of the year includes that of North and South America; its relation to the expansion of the American people.

Outline for the quarter.— North America.

1. The thirteen original states — the coastal plain, and the New England region.

2. The character of the Appalachian Mountains which constituted them so great a barrier.

3. The Great Valley, the Piedmont Plateau, and the Allegheny Plateau.

4. Kentucky and Tennessee, the states first settled west of the mountains, and the reasons why they were settled first.

5. The Northwest Territory; Ohio, Indiana, Illinois, Michigan, and Wisconsin.

6. The Mississippi Valley as a whole: the Ohio Valley; the Mississippi Valley; the Missouri Valley.

Excursions to industrial plants (see history outline), and to the north shore for the study of ravines. Out-of-door sketching, map-drawing, chalk-modeling.

SCIENCE

I. Physiology and field geography.

1. Field work: (*a*) The physiological processes as seen in different plants and animals, modified by the seasons, as seen in the field; seasonal changes; hibernation and migration. (*b*) Seed formation and distribution, considered as a means of reproduction. (*c*) Planting of small fruits — raspberries, blackberries, gooseberries, etc.— in the garden; care of seeds gathered in our garden. Geographical — map-drawing and modeling of typical topographic forms — sketching. (*d*) Gathering material for room aquaria.

2. Physiology: (*a*) Respiration: our organs of respiration, considered briefly; making and identification of oxygen and carbon dioxide; our means of respiration compared with those of lower animals and with plants; osmosis; the ventilation of the school-building and the home; work out

relation of respiration to heat and work in body; amounts of oxygen and carbon dioxide. (*b*) Digestion: our organs of digestion as compared with those of lower animals; the teeth and the juices of the mouth; effect of saliva on starch foods; experiments with saliva and starch; the stomach and its juices; experiments with pepsin; the rest of the alimentary canal and its juices; different classes of foods. (*c*) The blood — food, oxygen, and waste carrier; function of the blood; circulation as seen in a frog's foot; organs of circulation. (*d*) The muscles. (*e*) The bones. (*f*) The nerves and nervous system. (*g*) The members of the body working together. (*h*) Ideal conditions for health.

ORAL READING AND LITERATURE

Critical study of Longfellow's "The Building of the Ship;" Browning's "Herve Riel," "Incident of the French Camp;" Kipling's "Ballad of the East and West;" Thanksgiving Bible readings.

Home reading of stories giving something of the spirit of the times which the children are studying in history, such as Eggleston's *The Hoosier School Master;* a biography of Daniel Boone; a story of George Rogers Clark, and parts of Roosevelt's *The Winning of the West.*

ENGLISH

Reports and records of much of the work. As much attention is paid to the form and correctness of the papers as to the content. Principles of language which must be observed in composition.

FRENCH

Chansons de jeu: "La tour, prends garde;" "Qu'est-ce qui passe ici si tard?" "Quand Biron voulut danser;" "Au clair de la lune;" "Noël."

Stories: Study of Quebec and Montreal. Contrast between life in France and Quebec; costumes and manner of dress. Dramatic rendering of Joliet at St. Louis. Quebec. Arrival of French troups. Extracts from Molière's plays then being given at the court of Louis XIV.

Reference grammar: Part II of *Le Français pratique,* by Paul Bercy.

GERMAN

A quick review of last year's work in grammar, especially of the singular and plural of nouns, the definite article, and the use of the nominative and possessive cases. The new work will be the declension of German nouns, singular and plural, if this work can be based upon a certain knowledge of English grammar.

Reading the easier stories from *Alter und Neuer,* by Seligmann. The stories will lead to talks about different places (cities, castles, etc.) of Germany. A few poems and songs will be learned.

MATHEMATICS

Working knowledge of the simpler applications of percentage and interest. New principles will be worked out at the time the pupil needs them to solve a problem actually arising in his school activities; the many uses and applications of these principles in present-day life.

Problems involved in history (the measurement of land, industrial problems, etc.); in geography (drawing of maps to scale, etc.); in woodwork and manual training (drawing of plans, exact measurement, etc.); in experimental science (percentages, etc.).

Field work: indirect measurement of heights and distances by the use of angles and triangles.

Personal accounts of expenditures for school materials. This account will be presented to the parents once a quarter, or oftener.

Problems not directly involved in their other work, but problems of the day, which require a knowledge of the principles of percentage and interest for their solution.

WOODWORK (MANUAL TRAINING)

Making notebook covers; window-boxes for winter flowering plants; drawing-board and T-square; drawing plans and making a laboratory table for the grouproom.

ART

A continuation of the study of composition and design. Out-of-door sketching. Expression work in history, geography, and science.

PHYSICAL CULTURE

Gymnasium five half-hours a week — two half-hours given to the girls, two half-hours to the boys, and one half-hour to the boys and girls together for games. Playtime at noon, games supervised by assistants in the department of physical culture. Supplemented by frequent short exercises in the classrooms between recitations.

MUSIC

Structure of the scale. Key relationships. Notation of familiar songs. Two-part exercises for sight-reading. Harvest, Thanksgiving, and Christmas songs. Songs for French and German plays and dramatic games.

OUTLINE FOR EIGHTH GRADE

AUTUMN QUARTER

KATHARINE M. STILWELL

HISTORY AND GEOGRAPHY

The period of discovery and growth of geography. Invention of printing.

1. What the ancients knew: Ideas of the Greeks. Map of Herodotus. The Romans. Pomponius Mila. Ptolemy's geography and map.

2. The Crusades: Routes of travel from Europe to the East. The crusaders. Jerusalem. Saracenic civilization. The mariner's compass. Increase of geographical knowledge. Effect of the Crusades upon the routes of travel. Rise of Venice.

3. Marco Polo: Journeys of the Polos. Geography of the places visited. Effect of these travels upon the knowledge of geography. Compare this knowledge with what we know of these regions today. Breaking up of routes of trade.

4. Invention of printing: The first printing-press. Books of the Middle Ages. Visit the Newberry Library and the library of the Art Institute to examine illuminated manuscripts. The class will illuminate a manuscript. Compare such a book with modern books. Mural paintings. Study the life of St. Francis and the Giotto frescoes at Assisi. Effect of printing upon knowledge. History of bookbinding. Visit a bookbindery. The class will bind material needed for use in the school. It is hoped they may be able to do some practical printing.

NATURE-STUDY

1. Weather observations: Daily reading of the instruments and posting of bulletins for the use of the school. Value of government weather reports. Some study of the instruments.

2. The seasonal changes: Animal and vegetable life. An investigation of some of the causes of these changes.

LITERATURE

Aldrich, *Friar Jerome and His Beautiful Book;* Longfellow, "The Sermon of St. Francis," "Venice," "Monte Cossino," "King Robert of Sicily;" Arnold, "The Little Flowers of St. Francis" (selections); Joaquin Miller, "Columbus;" Lockhard, *Spanish Ballads.*

GERMAN

1. Review of singular and plural of nouns, and the use of the definite article. The class will take up the possessive and dative cases of nouns and the conjugation of regular verbs.

2. We shall read stories from Guerber's *Märchen und Erzählungen,* Vol. I.

3. Conversation will be based upon German historical legends.

FRENCH

Dramatic: Study of children's crusade; Saint Louis, Blanche de Castille, etc.; Marseille, Paris. Reading: "Le petit Robinson de Paris," by Foa; "Sans famille," by Hector Malot. Memorizing of selections from *Modern French Lyrics,* by B. S. Bowen.

Reference grammar: Paul Bercy.

Special attention will be given to the four conjugations, irregular verbs in continual use — such as *faire, aller, pouvoir, savoir,* the plural of nouns, the formation of the feminine of adjectives, the formation of adverbs, the irregular comparative forms of adjectives and adverbs, negative words.

MATHEMATICS

Mathematics will be taught as its use is required in other subjects. A knowledge of longitude and time, and of how to find latitude and to measure angles, is necessary to the geography. The building of the toolhouse will

furnish an abundance of material for number and form work, and many lessons will be based on this subject. In addition, all previous work will be reviewed, and viewed as generalized number.

MANUAL TRAINING

I. Mechanical drawing: Simple geometric constructions, leading up to more complex drawing, such as orthographic and isometric projections. This is to be a preparation for the detailed drawing of the interior of a toolhouse which is to be built on our campus by some of the children. In all the drawing articles actually to be made in wood by the children will serve as models.

II. Woodworking: The making of Christmas presents. This work will be purely individual. The children, after a conference with the teacher, will make a rough sketch for proportion and outline, and after reducing it to a mechanical drawing will make it. The child will pay for the lumber, finish, etc., used in making the present.

III. Sewing: The girls will devote two hours per week to sewing. They will make articles of clothing for their own use.

MUSIC

Study of chromatic and harmonic minor scales. Part-songs with introduction of bass. Unison songs. Composition of original melodies.

Songs: "September Gale," Eleanor Smith; "A King in Thale," Zelter; "The Crusade," Franz Schubert. Thanksgiving songs: "Wake, Viol and Flute!" E. Richter; "Harvest Hymn," Sir George Elory; "We Plow the Fields," Gläzer; "Song of the Corn," E. Dalcroix. Christmas songs: "Ye Shepherds, Arise!" Karl Reinecke; "O, heiliges Kind," German folksong; "Now He Who Knows Old Christmas," old French carol.

AVENUES OF LANGUAGE-EXPRESSION IN THE ELEMENTARY SCHOOL[1]

DELLA J. LONG
The University of Chicago

In considering the place of language in the school, the fact presents itself at the outset that there is no significance in language apart from the function which it serves; that there is, in truth, no such thing as language by itself. For language has grown out of the instinctive desire for expression which is so great a part of the social self, and out of the evolving needs of man which could be met alone through communication. Wherever conditions of social intercourse exist language must inevitably develop. It is a pervasive element of human life, running out from every part of our thought and feeling and activity.

It is with the aim of perfecting this natural growth that provision is made in the school for language-study; but the limitation of this provision to a few lines of subject-matter and to certain periods in the day is made with a view to the restrictions imposed on the public school by its size, not in relation to the true function of language or to its natural process of growth. Such restriction is, perhaps, necessary; but these special "avenues" which we are forced to select serve their purpose only so far as they grant the same reason for language in school as in the world at large; that is, a desire in the individual to communicate some part of his own interests or to share those of others. The term "expression" sometimes seems to imply the mere putting forth of thought, but it is impossible to conceive of any natural expression whose very reason for being does not involve relations with others.

The primary period is the time of all times for language-development. During these years the social and other objective

[1] Paper read before The Elementary Department of the National Educational Association.

interests which express themselves largely through language are at their height; the time of reflective thinking, when independent effort increases and outward expression becomes less necessary, has not yet dawned; nor have the reserve and shyness of the later years of childhood developed. This is the time when children love to talk. They come into the distinctive inheritance of the race in the most direct way possible, by plunging into the use of language as soon and as fast as the need for it is felt.

The two factors in this acquisition are the hearing of speech and the child's own speech utterance. The two work together, the utterance objectifying the auditory images, testing them over and over, and so developing and co-ordinating the speech organism. All through this period the ear is the organ of sense-appeal. It is the organ through which the feelings are most stimulated — and this is the time when feeling is the dominant force — and the only means by which direct contact with language is reached.

On this basis an earnest appeal is made for *oral* expression in the primary school. The interpretation of symbols through the eye is a later development, and the writing of these symbols adds to the complication. Reading and writing have their beginnings in the primary school, but they depend upon a free and continuing use of oral language, and are only an outgrowth of it, and a small outgrowth, all through this time when the foundation itself is forming. It is not unusual, however, for much of the "language work" even in the second and third grades to be written. Aside from the reversal of the natural order in this, the nervous strain is very great in the effort for mechanical accuracy before either muscular growth or general co-ordination is equal to the task.

As to the content of what is expressed, if we believe that language has educative significance only so far as it helps to carry on phases of the life of those who use it, the question is answered. Then any interest or activity native to the child of the primary school is a natural avenue for language-expression. So far as we allow the children to increase our knowledge of what these inherent interests are, we have an increasing basis of choice.

First of all is the absorption in the objective working out of life — play, and the constant doing of things. From this clue the hand-work and co-operative construction in the school have grown. And in all this language is the natural accompaniment. Making the playhouse or the garden, modeling a village or weaving a basket, demands interchange of ideas, the explanation of plans and means, and the social intercourse in itself so essential at this age. Nor is the language in connection with all this merely haphazard. The direction given, however, arises from the demands of the activity itself. For example, success in results is found to depend upon saying exactly what is meant; an increased vocabulary is needed; and interpretation of plans and directions and records becomes necessary.

This same kind of activity, although without so much organization, fills the child's life out of school, and it is only fair that he be given in school an opportunity to talk and hear about what is of the greatest possible importance to him.

The story must always be a source of inspiration for the child's growth in language, if alone for the reasons that it is an inherent demand of the little child and that it allows him to hear the language spoken. For the need of hearing a very great deal of speech can hardly be overemphasized. That the language he hears be of the best and beautifully spoken is most essential, since his ear will never again be so susceptible to nice differences of pronunciation and enunciation.

Because a child loves to hear a story over and over, it does not always follow that he is ready to retell it himself. Part of his enjoyment lies in the story-teller's mastery of the language and in the sound of the words, and largely through the simple and beautiful language of literature that first vague sense of beauty and delight in artistic expression is to begin. When the thought has been so absorbed that the child has a desire to express it again to others, and when he has sufficient language-control to do this with satisfaction to himself — that is, without self-consciousness — the retold story is not mere reproduction, but becomes something given by the child himself.

The aims of the literature in the primary school are often

largely defeated by demand for constant reproduction, especially by the great amount of written reproduction in the upper primary grades. We have all seen classes, after reading or listening to a fine story, and proving by their discussion an appreciation of its essential meaning, turn listlessly to the writing of it. There would seem to be more reason, and so more inspiration, in the simple compositions which have their origin in what the children themselves are doing, as has been suggested, and in certain phases of the nature-study.

Since the elementary science deals with relations whose acquaintance the child makes for himself, it is inseparable from language; for language is a most convenient and available tool for probing into the facts of the real world about which children are so curious. There is one tendency in the treatment of the nature-study, however, which detracts from its value as a means of language-development; that is, dealing with the various nature elements in terms of human experience and human relations until those terms become merely conventional symbols.

The primitive poetry in giving human feeling and purpose to the wind, streams, storms, etc., is fundamental in the race, and often appears in the child's own interpretation of nature; and certainly the little child understands the nature-processes by analogy to his own life. But to continue the phraseology of the beginning nature-study too long seems highly artificial. Nor is the imagination of the child appealed to by the mere giving of unreal names to familiar objects. His fancy rather enables him to conceive of unseen forces as realities, and to compass great stretches of time. In a way, he is better able than are we to grasp the story of the great building process that began the earth and made the rocks or the soil. Such subject-matter, dealing with the very processes of life itself, has peculiar fascination for children, and the language through which it is thought out must, from the nature of the thought-content, be charged with vitality and fulness of meaning.

Although there is a universal theory that language-training below the high school should come principally through the work and the life of the school as a whole, a large part of the time

assigned to English is still devoted to the study of grammar. That the reward of much of our grammar-study is so slight is largely due to the fact that our English grammar still rests on a Latin conception. The inflections have largely disappeared from English, and still many grammars continue to regard them as an important element. When the time comes for the study of the relations between words, sentences, etc., we should be able to presuppose a considerable power of abstraction in the pupils. Much of the grammar prepared for the grades nevertheless goes beyond the power of students below the high school. That the study of the science does not assure ability to use language is shown by the meagerness of language, both spoken and written, of students who have been brought up on grammar, but who have not been accustomed to express themselves freely or to hear good, efficient English. The premature study of structure, moreover, given before experience with realities has been sufficient to develop interest in structure, prejudices pupils against a study which should have value later. This does not imply a disparagement of grammar-study. I only mean to say in this connection that my observation in the intermediate and grammar grades has not made clear the relation between a knowledge of the technique of language and a full, free development of power to use the language.

There is, to be sure, more need of form-study in the upper grades, since the increasing field of thought brings greater need of understanding the possibilities of language for expressing finer differences of meaning. But this knowledge of structure can come only through considering the word or sentence in the closest possible relation to the thought it conveys. If the child could once understand that he studies the relations between words because he can, thereby, make them a more efficient medium for his own use, not because there is a system of relations inherent in the words themselves, the feeling of remoteness, of unreality, about this technical study would surely be lessened.

In the upper grades literature and art have a still larger place in bringing in both the thought of the great world and models of perfect expression; and often the poem or picture, when it has served this purpose, is made the basis for testing some bit of the

technical knowledge just referred to. For several reasons, this is an unfortunate use of a work of art. There is a great dash to the feelings in dropping suddenly from the inspiration of something beautiful to a survey of the outer form of that beauty. To make a list of nouns from a stirring poem not only perverts the purpose of the poem, but brings a disfavor upon the nouns which they do not deserve. For interest in them can come only through learning of their use, and this is to be discovered in the very act of their service, not in disembodied lists.

When pupils come to a conscious scrutiny of language, the cultivation of a feeling for the word that gives just the shade of meaning or the full force of an action, learning to appreciate the greater strength in directness, the habit of clear imaging, recall of parts read which have made special appeal — all this goes with the discussion of acts and motives and the use of personal experience in interpretation. Of all this, the habit of imaging is most important in the development of language through literature. This means, of course, not merely visualizing, but includes all the unconscious motor expression so characteristic of children.

At this time, when verbal memory is at its height — that is, in the intermediate grades — the beginning of a permanent literary store may well be made, but there is a dissipation of energy in "learning by heart" anything that does not come within the true meaning of that phrase. If we could reduce the number of fragments committed to memory, choosing instead a smaller number of entire poems, we should, perhaps, be surer that they would last as a permanent source of pleasure. A small girl of my acquaintance innocently alluded to the "memory jams" she had been learning, little appreciating the fineness of her phrase.

If we were to sum up our perplexity over the written work, would it not be that the results show perfunctory effort? There are, of course, always special cases where genuine interest is unmistakable; but, on the whole, it is clear that the aim of the written work is to make the use of correct form habitual. When we attempt to explain the lack of spontaneity back of the written pages, we are again confronted by the futility of pursuing language-culture through the composition as a means in itself. This is made plain by the fact that when the child recognizes a

genuine reason for his writing, it becomes a genuine effort on his part. This does not exclude the observance of correct form, but makes it a subordinate part of the aim. So long as there is a real interest in the writing from the child's point of view, the subject is a minor matter. But writing for the sake of writing, on the theory that "practice makes perfect," precludes the motive which alone gives language value. There must be some outcome beyond the page written; for example, the letter that is really mailed to someone with whom the writer has a personal relation of some kind, not merely an artificial, literary relation.

Individuality develops rapidly during the grammar-grade period. New interests are springing up continually. The subject assigned to an entire class appeals less and less, which adds to the problem of selecting subject-matter that shall meet with a genuine response. This suggests in part the solution of the difficulty; namely, that we reduce the amount of written work. In support of this is the fact that pupils at this age are naturally conservative. Free, easy expression is no longer characteristic. And while the self-consciousness and the shyness and awkwardness of expression are quite apparent, the increase of mental activity and of assimilation are not always so clearly recognized. It is a time of absorption and storing up, and all that is assimilated will appear sooner or later in increase of individual strength.

Summing this up, the communication of the native interests, worked out through all the activities of the elementary school, is the natural basis of the language, and the educative value of language-training rests on a recognition of the fact that the thought-content and the interest in communicating or receiving that content alone give meaning to language. The primary aim in the language of the elementary school is the development of power to say freely what is pressing forward for expression in the child's mind. The aim in the study of structure is that language may become a more efficient means for this expression. And the basis of all language-growth is oral expression.

This is but saying that language is not merely a system of symbols which the child is to regard as already organized outside of his own life, but that it is a part of his own mind and heart which is to grow as he grows.

THE SOCIAL LIFE OF CHILDREN[1]

MRS. PORTER LANDER MacCLINTOCK
Chicago

Nothing more beneficent has come into modern education than the tendency to obliterate the distinctions between a child's school life and the other aspects of his life. Our debt is incalculable to those great teachers who have seen, and have taught us to see, that the whole life of the child is social, that the whole life of the child is educational — that it should be one harmonious piece of experience, flowing naturally on from home to school, from family to friends and teachers, with no jars and no segmentation. We cannot fail to see that in the large sense of "social," all life is social where people — even two people — are adjusting themselves to one another and co-operating in living. We have all learned to see too that ideally, social pleasure, like every other pleasure, should arise out of normal and natural activities — should come as a by-product, an efflorescence, of our association with our fellows in some interest or activity. This is why we find the best society in Chicago at Hull House, in the studios, in the morning conferences at the club, rather than at the afternoon tea, or the formal reception, where we go seeking pleasure.

It would, then, be quite ideal if it were possible to associate the child's social experience inseparably and joyously with his

[1] The substance of this paper was given as an informal talk before the Educational Department of the Chicago Woman's Club. Moved by pressure, apparently sincere, from many friends, and by the kind urgency of the editor of *The Elementary School Teacher*, I have written it out from my notes, well knowing that it has not by that process been transformed into a magazine article, but remains by nature an informal talk. I claim for it no originality. It is merely a practical presentation of ideas and hopes gathered from many sources — ideas and hopes that have been discussed so many times with friends, especially Dr. and Mrs. Dewey, Mr. MacClintock, and Mrs. Harding, that I cannot by any means tell what is mine among them and what is theirs. If any of them, or of the many others to whom I am indebted, chance to see this paper, let them claim their own property, if they can recognize it.

school experience and his family life. The family and the school, well and liberally organized, wisely and generously conducted, should, ideally, so fill the child's life that there would not be vacancies left to fill with society as society. But the home and the school are not well and liberally organized, nor wisely and generously conducted. Many homes are barren, either poverty-stricken or slipshod, and are therefore unsocial; many homes are luxurious, elaborate, filled with an atmosphere of servants and functionaries, and are therefore antisocial. The school life of the children, especially of the older children, but running back far into the elementary school too, is professionalized and technicalized, made into mere learning and not living, built around an elaborate and unsparing system of competition, until it is not only both unsocial and antisocial, but scarcely human.

So, however unwilling we are that it should be so, we must acknowledge that the recreative out-of-school life of our children has been erected into a sort of institution, modeled upon adult "society," having its own machinery, its ceremonies and events. It is this specialized recreation, as distinguished from home life and from school life, that we must handle, gently and gradually transforming it, if possible, into the thing we should like it to be.

Each school and each home has its own problems to deal with in this as in other matters. It is in these matters of specific detail that the problems become acute and vexatious. When we talk in general about the social life of children, we are obliged to handle it in so large a way as to seem well-nigh unaware of the specific individual problems. But there are a few fundamental principles everywhere applicable, in the light of which the difficulties that inhere in special situations and minor details grow smaller or disappear. It is comforting and reassuring to talk together over these principles and their application.

The first principle of the social life of our children is that it should be democratic. There are reasons of several different kinds for this. In our day everybody that is not a democrat pretends to be. It is a pose, where it is not a sincere attitude. Bernard Shaw says being a revolutionist saves a man from being bored; so posing as a social democrat saves many a modern

man and woman from ennui. It gets one the pleasantest possible introductions to the most distinguished people. It forms a base from which one may launch the newest and most knowing irony and satire at the established order of things. We have quite reversed the witticism of the man who said he preferred to vote with the Whigs and live with the Tories, so that, however piously we may vote with the conservatives, we like to live or to be known to live, with the social democrats. So many of us are obliged merely to pose as democrats for the reason that the last few generations of Americans have been so strenuously trying to forget that as Americans we are democratic, and have been so laboriously taking on the airs and customs of the aristocracy that we find ourselves, now that democracy is in fashion, actually embarrassed with those notions of exclusiveness that we and our fathers, and in some cases our grandfathers, assiduously cultivated. But the society of the future — that future for which we are rearing our children and our children's children — will, if we are wise and honest now, be really democratic. It will not be necessary for them to pose. Of course, we can never have again the old democracy of ignorance and inexperience; but our children's children will see a better thing — a reasoned, conscious, artistic, religious democracy, far on the road toward the brotherhood of man.

The best of it is that children are natural democrats. Until it is pointed out to them by their elders, they make no discriminations on the ground of extraneous characteristics against other children who happen to be interesting to them. Now, the basis of this society for our children is providentially and most naturally provided in the school. It is here and only here that many sorts of children from many kinds of homes come together freely and naturally, as mates and equals. Here they meet upon an impartial footing. Here, quite as it should be in an ideal democracy, they must learn to know and respect one another's qualities, regardless of the accidents of manners and appointments.

But before we can do much to foster and extend this charming social condition we must free ourselves from certain ideals that have long loomed large within our own social and domestic hori-

zons, which have, indeed, seemed to many people — sentiment-intoxicated men and timorous women — the very beacon lights of human society. It would require a very Ibsen to reveal to us all the harm these high-sounding, enthusiastically supported ideals are capable of doing. The first of them is expressed in the phrase "the sanctity of home," or some such. When this means, as it may so easily do, the selfish exclusiveness that leads us to shut up ourselves and our children with a very few chosen friends within a refined and closed circle, and to shut out all others not refined and selected, then it means that the home is not co-operating with the other institutions for the bringing in of the divine brotherhood; that it stands as a bar, a block in the road of advance. Now, I will not be misunderstood as an iconoclast who would crassly tear down the true sanctities and privacies of home. Neither will I lie for a moment under the more galling imputation of promulgating that bit of evangelical sentimentalism that would advise us to invite into our homes "the poor" or "the uncultivated," that we may comfort and enlighten them with glimpses of refinement. Nor would I tolerate for a moment the idea that we should train our children to extend charity or social favors to those "beneath" them. Nay! ideally we are training our children for the social day when snobs and philanthropists will be equally superfluous and equally unacceptable, because equality and justice (plain as they sound) will have rendered them both impossible.

This charitable and philanthropic prepossession will be the very hardest to shake off. But we must do it, and invite into our homes these friends our children make in the school or in the settlement, as friends and equals. And they always give more than they get. Though, of course, the courteous and generous home is a vital glowing center whose sanctities are not hidden, but active, fearing no violation or contamination; and it does dignify and cultivate its guests.

Another ideal which we must modify or let slip is that of the sacredness of our children's manners and morals. Many a mother builds up for herself a delusion on these points — an image based upon cant phrases and mere sentiment, of the little paragon she desires her child to be; and, with a cruelty and narrowness of

which only the idealistic mother is capable, she labors for years to produce him. She forgets that manners superimposed are hypocrisy, that morals unchosen and untempted are also unsafe. Now, again, I refuse to be understood as approving or applauding a rude or vicious child, or as advising people to let their children grow up savages. Only a newspaper reporter could so misinterpret my statements. But I do insist that the child should have a right to make some of his manners to suit his own occasions, and a right to choose sometimes in the matter of his morals. Further, as in the case of the home, if we are bringing up our children aright, we shall have fortified them against much contamination before they are exposed to it. We shall have made of them dynamic forces for good, not left them helpless victims of evil influences.

We must teach them to look below the mere surface rudenesses and coarsenesses of children they are obliged to know, as we must do in our own world, to the real person beneath. Children are, as a rule, much keener sighted in this than we are. If ever you sympathetically investigated some "undesirable" friend your child had picked up, to whom his soul seemed to cleave, you have pretty certainly found that behind the disreputable sweater was a big human heart; that the grimy little paws knew how to do interesting things; that there was a reality, a pungency, a "ginger" in this small democrat that you, and certainly your child, never found in the patent-leather-shod friends he met at the dancing-school. It is a criminal thing to blind and defeat this power of insight in a child, and lead him to choose his friends by their appointments and their mamma's street numbers. And we must ourselves learn to look more lightly at the more superficial manifestations of manners, morals, and speech, and not to fall into a flutter at the appearance of undesirable symptoms in our own children, as if they argued incurable contamination. Speech too good, manners too perfect, make a pariah of a child in the playing-field. He knows this, and it is a sad day when he consciously adopts one code for "the kids" and another for his mamma's four-o'-clock tea. I have heard an epigram, which like all epigrams, is not more than nine-tenths extravagance or flippancy: "Every boy from seven to twelve is either a pig or a

prig, with this difference — the pig is curable." To be a true social democrat, and to bring up our children as such, we must lay by some of our fears for the frailty of their manners and morals, and must cultivate a simpler, heartier ideal, so that we can tolerate in our homes and as playfellows with our children many other people's children whose speech and manners we ourselves have not formed.

We should welcome heartily the tendency everywhere visible to make more of the schoolhouse and the interests of school as a social center. It would be quite ideal if the school were a sort of children's club, or if attached to every school, or within every school district, there were a children's club-house and playing-fields where the children came together in some interest not strictly disciplinary — dramatic work, music, physical culture, exhibits of their collections. All such interests afford sane and wholesome reasons for social communion. Behind every school there should be an association of parents and friends of children, unobtrusively active, making practical and safe such social possibilities, and at the same time immeasurably enriching their own social experience.

Of course, every child is entitled to his own inner circle of friends — those congenial spirits whom he asks to family festivals, with whom he spends long afternoons in the solitude of two or three or four. But he could easily and profitably have this larger contact with many kinds of children, if we only had the facilities for utilizing the opportunities of school.

Our children's social life, however it may express itself, should be organized and conducted with simplicity. By this we mean, first, simplicity as opposed to complexity. The business of the child up to his second year in high school, and perhaps beyond, is that of acquiring in a single-minded, leisurely way the broad, fundamental things of knowledge and character. But just as this fact is ignored in most schools, and the children are found "fussed" and distracted with minor matters of subject and technique, so it is ignored in the home, and the children, like the parents, are loaded with engagements and social duties. We owe it to our children to secure to them their long childhood. We

should passionately keep for them their leisure, their long hours of time. We cannot too much deplore the restlessness some people feel to have their children experience all there is of life. It is deplorable to thrust a child untimely into a mature experience, and forestall or force the beautiful ripeness of each stage of his life. To take the child to the theater — the theater "as is" — to grand opera, to concerts where he hears difficult music psychologically twenty years beyond him, to evening parties, is to wrong him mentally, morally, physically, socially. There should be drama for children; there should be many more of the concerts for young people, which Mr. Thomas knows so well how to arrange; but the children should not be thrust into artistic and social experiences suitable only for their elders. Above all, they should be spared as long as possible the appalling complexity, the depressing too-much, which makes the lives of their elders one ignoble scramble, or a constant series of volitional upheavals of choice-making.

We mean, in the second place, simplicity as opposed to costliness. Well-to-do and experienced people know that there can never be any true democracy among the children or elsewhere, so long as they flaunt the signs of their difference — fine clothes, much spending-money, luxurious appointments. Everybody knows, however, that this is a delicate and difficult question. Clothes should be good and serviceable and tasteful. Unfortunately, the matter of their tastefulness is partly a matter of fabrics and materials, in which we are in the hands of the manufacturers, who seem to have agreed to do their worst for us in making cheap materials as undesirable as possible in color and design. Here, indeed, is a legitimate crusade demanding the eloquence and enthusiasm of some eloquent and enthusiastic woman's club.

But it is not so difficult to know where "finery" and indulgence begin, and it is the artistic ugliness and the immorality of finery and indulgence that balk education and estop democracy. It is indulgence and luxury, the offensive too-much, that set a man or a child apart spiritually from his fellows, and make him a social leper, shunned and infectious. Any woman with even a little wisdom can, if she will, arrive at a standard of relative —

yes, of absolute — uncostliness, and apply it. She can at least refuse to subject her boys and girls to the frivolous, the criminal, observances of the changing fashions. Many an unfortunate child, in her dress, her parties, her very toys, is merely a "conspicuous consumer" for her mother; she demonstrates that her mamma "knows how." To this cheap triumph, this selfish and trivial pleasure, many a woman sacrifices her child's peace and harmonious growth, and places a barrier to a true social life. We have all seen children returning from what ought to have been a simple, naïve child's festival — a birthday party, perhaps — loaded with dollars' worth of favors and prizes and place-cards, but, worse still, loaded with the bitterest burden one has to bear, that of a social *duty*, a competitive hospitality. Such things as this all parents can examine with a fresh access of consciousness and of conscience, and arrive for themselves at a standard of true simplicity.

We mean, in the third place, simplicity as opposed to artificiality. For us grown-up people ceremonies and social technicalities have a certain place. With the world clamoring at the telephone and the door-bell and the letter-box, we are forced to hedge about our leisure and our privacy with sundry difficulties of access. With so many people to meet and meetings to attend, we are obliged to establish a certain technique for the mere ease of doing it. Of course, we know, too, that we can never have again the unconscious and unsuspecting simplicity of a primitive society. Whatever simplicity we win for ourselves must be, like our democracy itself, the result of conscious, reasoned conclusion, the fruit of experienced taste. Can we not spare our children as much as possible of the technicalities of social communion, permit them to enjoy, as one of the privileges of the American, the very minimum of professional etiquette? As much as fine clothes, the manners and customs of a conventional society shut in the adepts and shut out the uninitiated. If we are sincere in our desire to help our children to the advantages and privileges of a new social democracy, we must see that these barriers are not erected. The very stronghold and college of conventional and artificial manners and practices is the dancing-school. Therefore we find all

serious mothers reacting against the regulation dancing-school. Dancing the children should have. But it should be taught in the school as physical culture, or in little friendly classes in the home — always under natural, simple, untechnical circumstances, in the care, or under the eye of some one who knows psychology enough to choose real children's dances, and sociology enough to prevent the undemocratic degradation of the girls and the antisocial exaltation of the boys. No proficiency or expertness in manners is worth making this sacrifice for.

These principles — a true conscious democracy, simplicity in all its aspects applied under the joyous and loving guidance of parents and teachers — will go far toward securing for our children a sound and promising social life.

PARENTS' AND TEACHERS' ORGANIZATIONS

HELEN M. HEFFERAN
Chicago

The home is the mother of the school which has practically disowned it. They are often rivals and frequently antagonists, when their relations should be friendly and harmonious, the one supplementing the work of the other. When the teachers are thrown into personal contact with the parents, a human interest is developed and we have a true school.

A great educator states that the new movement — child-study — so largely American in its origin, was the chief movement, both in psychology and education, of the century just closed. Tabulated reports of widespread investigation drew the parents' attention to the fact that a scientific study of the child was being made.

The Illinois Society for Child Study was an outgrowth of the movement, many round tables for child-study having been organized in this state under its auspices. The National Congress of Mothers, formed in 1896, was another organization built upon this movement for child-study. From the National Congress of Mothers were organized the state congresses, the supreme object of these being to establish parents' clubs in connection with the schools.

Usually the organization at first was a mothers' club, but the need of a broader scope soon led to the wiser plan of parents' clubs. These brought the parent and teacher together to confer on subjects vital to the best interests of the child. There are about twenty-five of these parents' clubs now in Chicago in connection with the different schools, there being fifteen on the South Side alone.

These clubs are officered by the patrons, work under simple by-laws, and have nominal dues to defray the expenses incurred during the year. The teachers assist in planning the programs,

and are *always present* at the meetings (both afternoon and evening) to participate in the discussions and meet the parents socially. The programs include such subjects as "The School Curriculum," "Home Study," "Training in Civics," etc., but the supreme motive of all the work is to bring the home and the school into closer and more harmonious relations for the benefit of the children.

Each club does practical work for its school through committees such as "Buildings and Grounds," "Kindergarten," "Manual Training," "Domestic Science," "School Decoration," etc., and in this way schools have been equipped with manual-training and domestic-science plants, pictures, flower-gardens, stereopticons, lunchrooms, and fire escapes.

One club has a membership of over three hundred, embracing sixteen nationalities. In the schoolhouse (the most democratic of all institutions) these people meet on common ground, where all differences of religion, nationality, and social position are obliterated and the teachers discuss with the patrons of the school questions of vital interest concerning the welfare of the children. At a recent evening meeting of this club some four hundred and fifty parents were present. The program included brief talks on elementary methods in reading, number, and nature-study by two of the teachers, brief talks by two lay-women on some essentials in child-training, and talks by two physicians on food and sleep. Refreshments were served at the close.

The movement is not confined to the grades, as some very successful organizations are to be found in connection with the high schools. It is difficult to say which will be helped more by this co-operation — the teacher or the parent; but this we feel sure of — the benefit to the child.

There are many instances where the conditions are right for the development of an educational spirit in the community, but those in charge make no effort to bring about this most-desired end. Especially is this true of our high schools, where a complete isolation exists, and where our boys and girls are today, as in years past, in the grip of the textbooks, recitation, examination, and credits.

We want something more than a *passive* interest on the part of the parents. The social and educational forces of the community should be brought together to work out a better curriculum for our youth.

Many organizations of lay people are eager to bring this about, and are in correspondence with educators throughout the country, asking for suggestions and advice as to how to further the work. Dr. G. Stanley Hall contributed to the Education Committee of the National Congress of Mothers the following suggestive topics for discussion by co-operative associations of mothers and teachers of high-school boys and girls:

I. Occupations and amusements outside of school:
   1. Time devoted to housework, sewing, music, fancy-work, chores.
   2. Time devoted to social life, theater and concerts, outdoor occupations and athletics.

II. How much home study should be required of high-school pupils?
   1. From parent's point of view.
   2. From teacher's point of view.

III. Food: school lunches; tea and coffee; candy and soda habit.

IV. Sleep: average number of hours; time of going to bed and rising.

V. Health: general conditions and special cases. (Teachers are rarely given information on such points by parents.) School headaches — are they due to conditions in or out of school?

VI. The boy-and-girl question: How can the most normal healthful conditions be secured?

I believe the time has come when more attention may wisely be given to the utilization of forces outside the school, to the end that community life may be richer and better directed, and that the schools may gain the commanding position that rightfully belongs to them.

THE MEETING OF THE PARENTS' ASSOCIATION

MRS. FRANK HUGH MONTGOMERY
Secretary

The November meeting of the Parents' Association was held on Thursday evening, November 17, in the Manual Training Building. From 7:30 to 8:30 o'clock the shops were open for inspection, and students were at work. The large number of parents present showed their interest in the opportunity to see the unsurpassed equipment of the manual-training part of the school.

At 8:30 the parents gathered, nearly three hundred strong, in the assembly room. The president, Mr. Heath, in opening the meeting, emphasized the purpose of the association as in harmony with the teachers in co-operating in the education of the children. He believed that it would become a permanent and powerful organization, that it had now great harmony, and that the desire of all was to make it even more harmonious. He said that its motto should be "faith, hope, and charity"— faith of the parents in their children because of their parentage, hope in their work, and charity of the teachers because of the children's parentage.

Mr. Heath then introduced the first speaker, Mrs. William Kent, who spoke on "Social Life in the Home." Mrs. Kent said that there was on the part of many a feeling of reaction against problems so often brought forward that she wished to refrain from using the expression "needs of the child," but that it was possible to take sweet counsel together in a simple and elementary fashion, and with the desire to be less self-conscious. She thought the secret of social life in the home was in doing things together. Children did not have enough of the society of their parents and brothers and teachers. Parents did not have time to enjoy their children. Children came to think of their mothers as people who insisted upon looking after hands, nails, teeth, and hair in a very tiresome fashion, and with their fathers they did not have even that acquaintance. Parents often tried to have their

children surgically clean, when all that was necessary was to have them hygienically clean. She advocated reading aloud and doing things together in a saner, wiser way. But children needed the society of their equals. The parties should be simple, and there was no need of dressing up; but it was wise to plan some entertainment, or it would deteriorate into a rough house. She closed with this quotation from Emerson: "It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude."

Miss Katharine M. Stilwell then spoke on "Social Life in the School." She named the group as the factor in organized plays and games, with physical training, both indoors and out, to unify the work. The games offered skill, endurance, dexterity, and alertness. They tended to break down class distinctions, had advantages for all, both girls and boys, and general good conduct was a result. In the more formal social life, as parties and receptions, the pupil looked for pleasure and the teachers for education. The instructors found it a means for training in simplicity and good taste. For the entertainers there was development of initiative. Work was planned for all. Unsuspected talents were often discovered. The suppression of one's individual interests in the good of the whole was a natural result. The working together of teacher and pupil engendered harmony. The rudeness of the adolescent boy was often only self-consciousness, and the remedy was obvious. The form of entertainment should vary with the guests, and there should be great variety so that all might find interest. The luncheon had been found to be a good form of entertainment. It might be given by one group to another, or by pupils to teachers and parents. The social party in the school had a distinctive rôle, for all were invited and the home party was more or less a class affair. In the school it was democratic. In the elementary school the room organization was sufficient. In the high school literary or dramatic interests in addition were necessary. At present there was an isolation between elementary, high, and university pupils. There should be a common meeting-place. The presence of the younger children was a benefit to the

older. Such a meeting-place was the morning exercises which grew out of the work and were in charge of the different classes in turn. The emotional and dramatic found expression there. It was no place for the bright child to show off. He was only part of the whole which must act in unison to have happy results. She ended with a recapitulation of the points she had made and with a plea for recreation as an ethical force.

The third speaker was Mrs. Porter Lander MacClintock, whose subject was "Substitutes for Fraternities." She said that a problem in the social life of the child arose only when the school and the home did not meet the need. She was not aware that the Parents' Association had ever appointed a committee to consult with representatives from the fraternities whereby they could learn why the young people cared for these associations. In reply to her own inquiries, she had found that perhaps what they did care for in fraternity life was the smallness of the company, for they liked to choose their own friends, and the spirit of loyalty, which raised the question: Could there not be other things to which this loyalty could attach itself? She thought that in the high school the social life should arise out of something to do, as music, dramatics, or the various collections which young people always like to make. The university requirements were always staring the pupils in the face and giving them scant leisure for other things. Might it not be legitimate to ask for some lightening of the burden and for more of the social occupations? The high-school pupils had by no means outgrown the love for them which they brought with them from the elementary school. The whole question was hampered by no room which the pupils could use for their social life. They had a natural feeling for privacy and seclusion. They might have an adviser from the faculty of their own choice, which would tend to promote harmony. Why would it not be possible to make use of some of the schoolrooms in the evening, and could there not be co-operation between parents and teachers so that all the time of the pupils would not be taken up with studies? She thought that the School of Education had approached the matter of fraternities in a wiser way than some. It was a subject for the most delicate and sym-

pathetic handling, so that the breach which so often existed between parents or teachers and children of the high-school age should not be widened. The young people did love those organizations which they had themselves got up or copied from their elders, and the matter ought to be handled most delicately. These organizations have been taken away from the young people. It was necessary to go about providing occasions and interests upon which and around which they might come together. It should be seen to that the suspicion of parents in general on the part of the high-school pupils be lessened, and the practical means for the social life of the children should be supplied. Parents should encourage social life in their own homes and try to make the home gatherings more democratic without cultivating snobbishness or self-consciousness. The parents should certainly arouse themselves to do something.

Mr. Heath called upon Dr. E. Fletcher Ingals to take part in the discussion. Dr. Ingals urged games at home and all the social life possible with the children out of doors. The great thing was to make a companion of one's child, to consider his rights, and never to discipline him by an untruth. As substitutes for fraternities he suggested the various athletic clubs, the clubs in connection with the school, and the family social clubs to which the parents belonged and where children were welcome.

At the request of Mr. Heath, Mrs. Sproeule spoke of the social life of the child up to the age of ten. She thought that it should consist of play, free and undirected, in the home. All children knew when they were playing to order and were hampered by it. They should be free in their play at home. There was great joy in the birthday party and in an exchange of visits with meals. Her aim would be to encourage free play and self-direction.

At the request of Mr. Errant, Dean Owen was called upon to speak. He said that in promoting the social life of the parents' meetings the social life of the school was promoted; that in regard to the fraternities last year there was no ill-feeling, because the change had been brought about through discussion with the parents, and it did not have to be gone about by a method of indirection. At a recent conference of the principals of all the

high schools in the Middle West all were in favor of abolishing the fraternities, not because they were necessarily bad, but because they stood in the way of something better. He said that a committee had been working for two years on the subject, and that he was sure that a way would be found of promoting the social life. He advocated the various clubs already existing, and which could be strengthened and broadened, as a means of bringing the best results to the individual in an institution where six hundred young people spent three quarters of their time in school. At present the organized clubs were not inclusive enough. He mentioned the very successful Hallowe'en party which the school had recently had. He wished that there was money enough to organize all the dancing lessons which anyone would need or ought to have — an arrangement which he thought would tend toward simplicity.

Dean Wilbur S. Jackman announced the concert to be given at Mandel Hall for the Elementary School children, their parents, and their friends the following afternoon.

Mr. Heath announced the topic for the next meeting as "Methods of Work," and said that the notices would be sent home by the children instead of being forwarded by mail.

WORK OF THE HOME COMMITTEE OF THE PARENTS' ASSOCIATION

MRS. WILBUR S. JACKMAN
Chairman

An attempt is being made by the Home and Education Committees of the Parents' Association of the School of Education to organize the work with the parents and teachers in such a manner as to place each in touch with what the other is trying to accomplish, to the end that the home and school may in truth supplement each other. The following plan of organization has been effected, and in accord with it the work of the year has begun. The chairman of each committee, appointed by the general organization, selects from the patrons of each grade a chairman, who in turn invites someone to act as secretary. A meeting of each such group of parents is arranged for at the School or at one of the homes, at which the program consists, in the Home Committee, of a half-hour's informal talk by the teacher on the work she is planning to carry out for the ensuing month. Outlines may be presented, suggestions made for supplemental reading or excursions, and advice given as to assistance where the children may most need it. Opportunity is offered for questions by the parents. This is followed by a more formal presentation by someone, invited for the occasion, of a subject bearing directly upon the problems of the home or the relation of home and school. A discussion then follows in which those present freely participate. Tea is served and the meeting resolves itself into a simple neighborly chat, the one topic of common interest still being the child. The secretary makes a careful report of each meeting; these reports will be framed into a general report at the end of the year with a view to making definite suggestions bearing upon the curriculum.

The following is a program of the Home Committee arranged for a meeting of the parents whose children are in the second year of the high school:

GENERAL SUBJECT: RESPONSIBILITY

1. The work of the second year. How much home study is necessary?
2. What are the demands of the home on the child?
3. How does the school equip the child to meet these requirements?

The Home and Education Committees are composed of the same membership, with different chairmen and secretaries. These two committees will meet under their respective chairmen alternately to consider the special problems which lie in their related fields.

A general evening meeting of the entire association is held the third Thursday of each month, thus giving better opportunity for the men to be present. A report of the November meeting will be found in the current issue of this journal.

ANNOUNCEMENT FOR JANUARY

The Editors take pleasure in calling the attention of the readers of the *Elementary School Teacher* to an article which will appear in the January number from the pen of Dr. J. H. Badley, headmaster of Bedales School, Petersfield, Hampshire, England. This institution is one of a small but most interesting group of pioneer schools which has representatives in England, France, and Germany. Bedales ranks with the great English public schools, but it has broken away from many of their traditions, and it deserves a place in the front rank with the most modern schools in our own country. This particular school is unique in its class, as it is coeducational. The article will be well illustrated from photographs which show much of the beautiful environment as well as the work of the school.

EDITORIAL NOTES

High-School Conference

The eighteenth educational conference of academies and high schools in relations with the University of Chicago was held at the university on November 11 and 12. Two years ago this conference took up the question of the curriculum of the elementary and secondary schools, and appointed a commission to consider the feasibility of modifying the course of study in some way which would enable the pupils to complete their college work at an earlier age than they do at present. The commission, consisting of twenty-one members, was divided into three committees of seven each, which reported last year upon the elementary, secondary, and college interests respectively. In the main, the reports agreed that there can be, and that there should be, an economizing of time for the pupil; but no recommendations were definitely adopted by the commission as a whole, and the organization was continued another year that further study might be made of the questions involved.

Report This Year

The conference this year listened to some papers which were devoted mainly to reports of what is being done in different places with the six-year high-school course. The tone of the papers was distinctly in favor of extending the secondary course so as to make it cover two years of college work.

The commission made practically no advance upon the work of last year, except to recommend that a commission of fifteen be appointed to continue the investigation, and to propose lines of study indicated by the following questions:

1. Is the present policy of differentiation between the elementary and secondary schools desirable; or should an effort be made toward greater unification in method and organization?

2. Should the elementary school correspond to the period of childhood,

and therefore should it provide for six years of school work from the ages of six to twelve years, instead of eight years as at present?

3. Should the secondary school correspond to the period of youth, and should it therefore provide for six years of school work from the ages of thirteen to eighteen, instead of four years as at present?

4. What revision of the curricula of the elementary and secondary schools, and what changes in methods of teaching, can be made that will contribute to economy of time and efficiency of work?

5. In order to secure a well-balanced development, and at the same time to contribute to the economy of time, can the school year be lengthened advantageously and minor vacations be more equally distributed?

6. Under what limitations should high schools undertake to do the work of the first two college years?

A seventh question was added from the floor in the conference, to the effect that an effort be made to state the periods of growth or development of the pupil in some other terms than years.

Shortening the Curriculum

In regard to the distribution of the pupils' time in school and college, the high-school teachers are distinctly generous. They are generally willing to assume responsibility for either one or two years of the elementary course, or one or two — preferably two — years of college work, or possibly both. With most high-school teachers, too, it is perfectly clear as to how this change should be made. It is only a matter of scissors and paste: simply attach to the lower end of their present curriculum what is cut from the elementary schools, and paste to the upper end what is taken from the colleges, and it is done! Does this shortening really shorten?

From the time when the pupil enters school at six years of age until he takes his doctor's degree, it is, at present, normally eighteen years — eight in elementary, four in high-school, and six in college work. Last year the commission reported favorably upon reducing the elementary period to seven years; they then proposed so to readjust the high-school and college curricula as to save another year, and thus land the youth at twenty-two years of age where he now appears at twenty-four. This year, one of the questions of the commission indicates a tendency to make the reduction wholly in the elementary period.

While everyone feels that there is considerable waste for the pupil as the whole curriculum is now organized, it is clear that the commission has done little of real value in the way of suggesting a practical reform. The chief source of waste is found in the fact that we now have three distinctly organized curricula. These at present are not related to each other in a natural sequence either in matter or method, and it is inevitable that the pupil should lose — that his development should be stayed — when he passes from one to the other. The net result of the commission's work has been to accentuate these divisions and to make them more formal. The suggestions made that any one be either shortened or lengthened are not aimed at the real trouble at all. If carried out, they could result only in an organization as artificial and fortuitous as that which now exists.

Not a Question of Scissors and Paste

It is to be hoped that the new Commission of Fifteen will transfer the question from the field of mechanics to that of psychology and pedagogy. A few things in this matter are fixed. In the first place, nobody can shorten a "nature-made" period of human development by applying to it a man-made course of study which has been prepared on the principle of calling three quarts a gallon. In the next place, it should be remembered that when development is urged beyond a certain rate it ceases to be development at all. The only possible way to reach the minimum of waste in the educational process is to secure the continued maximum efficiency of the pupil in his work. This is not attained now in either the elementary school, the high school, or the college. It never will be attained by simply sliding, mechanically, up and down the scale, the artificial divisions which exist at this time in the curriculum.

Mechanics versus Psychology and Pedagogy

In reorganizing the curriculum, there are two ideas that must be reconciled: one of these relates to the "all-around" teaching which has been supposed to be peculiarly appropriate in the elementary school, and the other to the "special teaching" which is thought to be particularly fitted to the high school. Here is one of the facts: Special teaching has penetrated the elementary school

The "All-Around" Teacher versus the Special Teacher

everywhere, and it is bound to permeate as thoroughly this part of the system as it does the high school. Conditions have greatly changed from what they were when the "all-around" teacher flourished. There was but little to be taught then but the "three R's." Nowadays it is a physical, as well as a scholastic, impossibility for any one teacher to meet all of the recognized demands of the pupils in any grade. Manual training from its introduction has demanded the special teacher. The same is generally true of music. It is beyond question that special teachers are needed for domestic science, textiles, clay-modeling, drawing, painting, nature-study, geography, and other subjects in the schools when such studies are placed upon a satisfactory basis. It is not necessary to argue here for the benefits of expert special knowledge on the part of the teacher.

How to Preserve the "All-Around" Idea

Under existing conditions, then, the question is: How can the idea of the "all-around" teacher be combined with that of the special teacher to secure the benefits of both? In the University Elementary School the plan pursued at present is as follows: Each group or grade has a head teacher (in this school called "critic teacher") who is solely responsible, under the principal, for all the work of the children under his or her charge. The special teachers of manual training, the arts, domestic science, and physical culture, regardless of their official position, stand related to the critic teacher, functionally, as his assistants, and each critic teacher organizes his teaching staff according to this idea. In special conferences the work of the grade is discussed and planned with sole regard to what seems to be best for the "all-around" welfare of the pupils. Each special teacher is expected to set forth the particular claims of his subject and to teach his subject; but he is expected to do so with a definite recognition of what the pupil needs in other directions. It is part of his business, therefore, so to work out the relations of his subject as to be of assistance in meeting those needs. Thus the special teacher in manual training, for example, is called upon to show how much demand the proper presentation of his subject makes for number, reading, drawing, writing, and so forth, and he is expected to meet the demand.

This does not mean, in the end, that he teaches his subject less, but that he teaches the children more. Each teacher of a particular subject, therefore, becomes a special teacher possessed with the "all-around" idea, and the effect upon the children is that of having not one, but many "all-around" teachers.

Upon What the Success of the Plan Depends

Of course, the plan succeeds only upon two conditions: first, that the special teacher has the motive to subserve the best interests of the whole child, and that he has pedagogic insight enough to work out the relations of his subject; second, that the special teachers be made finally responsible to the head or critic teacher of the group or grade. Nothing could be more fatal to the plan than to have the special teachers working after their own sweet will without a compact organization under a recognized head that is responsible for the whole. In practice, this plan does not lead to contention, as might be supposed. Each teacher who follows out the relations of his subject, as they approach and merge into something else, is only too glad to avail himself of the experiences of others who approach the pupil from different points of view. The varied knowledge concerning the pupils which is thus brought into a common fund, and the necessarily perpetual readjustment of subject-matter, combine to make harmony and to give an actual strength to the instruction that can never be realized by a single teacher of the old "all-around" type. The "all-around" teacher always has been something of a myth. In the ungraded country schools even, where he is the roundest of the "all-around" kind, he is usually a specialist in something — arithmetic generally, in earlier days — and does all of his teaching from that point of view.

Application of the Plan to the High School

As the elementary school is now beginning to avail itself of the advantages of the special-teacher idea, it is none the less important for the high school to begin to act upon the principle of the "all-around" idea. The chief weakness in high-school work is that each instructor teaches as though his pupils were all to become specialists in his particular branch of knowledge; and, further-

more, as though the proper way to specialize is to buy, beg, or steal all possible in one subject and to exclude and ignore as much as possible everything else. This results in unholy rivalries among the teachers and in disconnected thinking on the part of the pupils. Here is one place where there is real waste in school life, because the laws of symmetrical growth are trampled under foot and the pupil is allowed to drift. If the plan of organization proposed for the elementary school works well through the first eight years, there is no reason why it should not work equally well through the next four, and on through the college.

Pedagogy and Biology

The principle of organization here maintained will apply to any stage of growth. The strong personal interest of the teacher that is maternal in its character in the early years will develop into a personal sympathy no less intense, though resting upon different grounds, in the period of adolescence, and in later years. Any plan which proposes methods for one period of school life that radically differ from those of another period is wrong. For development, throughout, is but a matter of growth, and growth is a biological fact. No scheme can be true in pedagogy which is false in biology. Pedagogy is but the organization of the developmental influences around a child, as horticulture is the organization of similar influences around a plant. The varying attitudes of mind of infancy, childhood, and youth only reveal from different points of view the same growing organism, which, while nourishing itself upon a great variety of things, always feeds in the same way.

The only way, therefore, actually to economize in the educational process is to forsake those methods of reform which tend to emphasize the breaks between elementary and secondary, and between secondary and college, education that already exist. The attention must be turned toward plans for unifying the curriculum from first to last, and to the development of methods that flexibly conform themselves at every stage to the sensitive, yielding, growing child and youth. This will finally remove the breaks that now exist even between any two consecutive years of school life.

W. S. J.